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ABSTRACT

Written for the prospective student of a nontraditional educational institution as well as the prospective member institution, this handbook presents an overview of the concept of nontraditional education and the ways the National Association of Private, Nontraditional Schools and Colleges attempts to preserve the quality of that concept through the accreditation process. For the student, it identifies institutional problems relating to accountability in education and the criteria upon which accreditation by the association is based. For the institution, it provides a range of procedures and guidelines for development of improved educational services and results, recognized accreditation, and increased cost-effectiveness. Sections address these topics in detail: objectives and ethics of accreditation; scope and purposes of accreditation; procedures and initial standards for developing an accreditation contract; procedures and culminating standards for the accreditation contract; and developing an action plan. A bilbiography is included. Appendices include: the application eligibility assessment form for the three steps of the accreditation process; the student record checklist; a list of fees and dues; guidelines and questions for interviews conducted by on-site evaluation team members; a form for validity and reliability assessment of policies, procedures, and standards; policy governing requests for reconsideration; the accreditation contract form; and a glossary of terms used in accreditation. (Author/MSE)

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**NATIONAL ASSOCIATION
OF PRIVATE, NONTRADITIONAL
SCHOOLS & COLLEGES**

COMMISSION ON POSTSECONDARY EDUCATION

HANDBOOK
ON
ACCREDITATION

GUIDELINES FOR ACCREDITATION BY CONTRACT

• • • ● • • •

NASC — NAPNSC
1129 Colorado Ave. Suite 320
Grand Junction, Colorado 81501

NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL
SCHOOLS & COLLEGES

COMMISSION ON POSTSECONDARY EDUCATION

- GUIDELINES FOR ACCREDITATION BY CONTRACT -

Introduction and General Information
Section I - Objectives and Ethics of Accreditation
Section II - Scope and Purpose of Accreditation
Section III - Procedures and Initial Standards for Developing an Accreditation Contract
Section IV - Procedures and Culminating Standards for the Accreditation Contract
Section V - Developing the Action Plan
Section VI - Conclusion
Bibliography
Appendices

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H. Earl Heusser, Ed.D. - Executive Director

The National Association of Private, Nontraditional Schools and Colleges (hereinafter referred to as the "Association") was issued its Nonprofit Certificate of Incorporation in the State of Colorado on April 9, 1974 under the name of the National Association of Schools and Colleges (NASC). Its present name of the National Association of Private, Nontraditional Schools and Colleges (NAPNSC) was formally assumed through the filing of a Certificate of Assumed or Trade Name with the Secretary of State of the State of Colorado on March 11, 1977. The Adoption of the new name was made in order to reflect more precisely the nature and universe of the institutions served by the Association.

First Edition: 1974
First Revision: 1977
Second Revision: 1980

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- PREFACE -

This Handbook is written for the prospective student of a nontraditional educational institution as well as the prospective member institution to present an overview of the concept of nontraditional education and how the National Association of Private, Nontraditional Schools and Colleges (NAPNSC) preserves the quality of that concept through the accreditation process.

For the student, this Handbook identifies (1) institutional problems relating to accountability in education, and (2) the criteria upon which accreditation by this Association is based.

For the institution, this Handbook provides a range of procedures and guidelines for development of (1) improved educational services and results, (2) recognized accreditation, and (3) increased cost-effectiveness.

Criteria, standards, and procedures as contained in this 1980 revision of the Association's Handbook shall apply to all institutions making an initial application for membership as well as those institutions seeking a reinstatement of membership. Member institutions which were granted Candidate status prior to this Handbook revision will be held accountable to the criteria, standards, and procedures of the 1977 revision until consideration for reaccreditation is scheduled. At such time, the institution shall be subject to the criteria and standards effective at the time of said reaccreditation.

The guidelines and standards developed and used by the Association have been and continue to be patterned after the eligibility criteria which are required of accrediting agencies seeking recognition and listing by the United States Department of Education. The NAPNSC will continue in its development and refinement for improved accrediting service as well as its petitioning effort for recognition and listing by the U.S. Department of Education.

Some of the concepts, standards, and terms adopted herein are freely taken from (1) Nationally Recognized Accrediting Agencies and Associations, Criteria and Procedures for Listing by the U.S. Commissioner of Education (November, 1978); (2) current working documents of selected regional and other national accrediting associations and agencies; (3) a 1978 study conducted by the Council on Postsecondary Accreditation (COPA) entitled, Summary Report of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education; and (4) a 1971 publication by the Colorado Department of Education, A School Improvement Process, Accreditation by Contract.

The principles, goals, and objectives herein have been and will continue to be those of the National Association of Private, Nontraditional Schools and Colleges.

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(A glossary of terms appears in Appendix H.)

- INTRODUCTION -

The Meaning of Nontraditional Education

> ...nontraditional study is more of an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space, and even course requirements and sequence in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study...
>
> Some [may] object to this definition by attitude on the grounds that this concerned attitude has always existed in all of today's institutions. Others [may say] it implies a denigration of our traditional educational practices. Virtually all colleges and universities have changed greatly in the past two decades, and some people naturally believe that the pace of change is already far too swift in education, many times to its detriment. But, these objections merely point up the difficulty of drawing clear lines between traditional and non-traditional. There need not and should not be a quarrel between the two.
>
> ...must traditionalists advocate the elimination of traditional institutions to make way for new ones? The answer... is an unqualified no. To propose certain reforms and urge swift broadening of educational opportunity is not to break completely with the past but rather to rectify its weaknesses by building on its earlier and present successes.[1]

---

[1] Samuel B. Gould, "Preface," Commission on Non-traditional Study, Diversity by Design (San Francisco: Jossey-Bass, 1973), p. xv.

Figure 1

POSTSECONDARY EDUCATION CONTINUUM[2]

Traditional	← Education →	Nontraditional
Major emphasis on structure and process		Major emphasis on outcomes
Minor attention to outcomes		Minor attention to structure and process

From Figure 1, nontraditional programs emphasize educational accomplishments and outcomes whereas traditional education is primarily concerned with program structure. Emphasis on the outcomes requires innovative techniques and unconventional delivery systems. Nontraditional education also takes into account an individual's prior learning experiences when relevant to current educational goals rather than the tools employed to achieve those results. Generally, nontraditional education attracts the more mature professional who, for various reasons, finds it unfeasible to attend regular on-campus classes.

The chief target of traditionalists' concern in regard to the awarding of external degrees by certifying institutions and programs centers on the absence of or a greatly reduced residency requirement. Based upon the success and performance of holders of British external degrees, from the humblest to the most exalted, and the success of numerous external degree programs at the associate, baccalaureate, master's, and Ph.D. levels in the United States, viewed with caution and against the long, rich history of the University of London and its various American counterparts, it seems reasonable to offer to Americans a degree wholly by examination. To be sure, the ultimate test lies in the capacity of the examination and other evaluative procedures, criteria, standards and materials employed to properly evaluate educational accomplishment. As expertise of such institutions increases and the range of measuring instruments--practical as well as theoretical--becomes broader, there seems no valid reason why a person wishing such a degree should not be able to test his or her capacity solely by examination whether written, oral, or a combination thereof.

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[2] Grover J. Andrews, *Assessing Nontraditional Education*, Vol. I, *Summary Report of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education* (Washington, D.C.: Council on Postsecondary Accreditation, 1978), p. 43.

Institutions falling within this concept of nontraditional are those which by the nature of their procedures, organizational structure, and programs have abandoned or rendered nonfunctional traditional criteria and mechanisms of review and control utilized by other recognized institutional accrediting agencies and associations.

The Purpose of Accreditation

In 1970, the Carnegie Commission, after doing extensive research on the changing education in America, concluded that what the American nation needs and expects from higher education in the critical years ahead could be summed up in two phrases: quality of results and quality of access.[3] Accreditation is the means to achieve this end.

"Accreditation" in higher education refers to the process by which an agency or organization evaluates and periodically reevaluates a program of study for an institution and reports, generally in a published list of approved programs or institutions, that it meets certain prescribed standards or qualifications.

The United States has no Federal ministry of education nor other centralized authority exercising single national control over educational institutions in this country. The states assume various degrees of control over education, but, in general, postsecondary educational institutions are permitted to operate with considerable independence and autonomy. As a consequence, American educational institutions vary widely in the character and quality of their programs.

Accreditation, for example, does not provide automatic acceptance by an institution of credit earned in another institution, nor does it give assurance of acceptance of graduates by employers. Acceptance of students or graduates is always the prerogative of the receiving institution or employer. For these reasons, besides ascertaining the accredited status of an institution or program, students should take additional steps to determine, prior to enrollment, whether or not their educational goals will be met through credits or degrees awarded by a particular institution. These steps should include inquiries to institutions to which transfer might be desired or to prospective employers, and if possible, a personal inspection of or visit to the institution in which enrollment is contemplated.

---

[3] Carnegie Commission on Higher Education, Quality and Equality: New Levels of Federal Responsibility for Higher Education (New York: McGraw-Hill, 1968), p. 1.

In an attempt to insure a basic level of quality, the practice of voluntary accreditation arose in the United States as a means of conducting nongovernmental peer evaluation of educational institutions and programs. Private, nonprofit educational associations of national or regional scope have adopted criteria reflecting the qualities of various types of sound educational programs and have developed precedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality.

Voluntary accreditation is a process unique in the United States and is a means for institutions to set the characteristics, standards, and manner in which institutions of various classifications seeking and holding membership in a given agency or association are judged.

Types of Accreditation

There are two basic types of educational accreditation, one identified as "specialized" or "programmatic," and one referred to as "institutional" or "general."

Specialized accreditation normally applies to evaluation of programs, departments or schools which usually are parts of a total collegiate or other postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a single discipline. Most of the specialized accrediting agencies review units within a postsecondary institution which is accredited by an institutional accrediting commission or association. However, certain of the specialized accrediting agencies do accredit professional schools and other specialized or vocational, or other postsecondary institutions that are freestanding in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

Institutional accreditation normally applies to an entire institution, indicating that each of its parts is contributing to the achievement of an institution's objectives, although not necessarily all on the same level of quality.

Functions of Accreditation

The most generally accepted functions of accreditation include, but are not necessarily limited to, the following:

1. Certifying that an institution has met established procedures;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credits;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressures;
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the various segments of the constituency comprehensively in institutional planning and evaluation;
8. Establishing criteria for professional certification, licensure, and for upgrading courses and programs offering such preparation; and
9. Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

Procedures for Accreditation

Accrediting usually involves five basic steps:

1. Standards. The accrediting agency or association, in collaboration with educational institutions, establishes standards.
2. Self-study. The institution or program seeking accreditation prepares a self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. On-Site Evaluation. An experienced and knowledgeable agency visits the institution or program to determine firsthand if the applicant meets the established standards.

4. Publication. Upon being satisfied that the applicant meets its standards, the accrediting agency lists the institution or program in an official publication with other similarly accredited institutions or programs.

5. Reevaluation. The accrediting agency periodically reevaluates the institutions or programs it lists to ascertain that continuation of the accredited status is warranted.

The procedures used by institutional and specialized accrediting agencies are similar, and the evaluations made and the accrediting decisions rendered are considered to be equally valid, but not necessarily synonymous.

Evaluation is the key to accreditation. Significant evaluation within the scope of nontraditional education is the means of facilitating a continuance of a dynamic and flexible educational experience. Critical evaluation must occur for the educational benefits to increase. Evaluation through internal and external sources becomes the means and ends to produce improvements in teaching and learning.

SECTION I

THE NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL SCHOOLS AND COLLEGES

Objectives of the Association

Since the early 1960's, the number of nontraditional educational institutions has dramatically increased with enrollment in said institutions doing likewise. Diversification of postsecondary education in the United States to serve new students in new ways is taking hold in a positive manner. However, many institutions have moved too quickly into developing new programs for students without fully developing the elements necessary for a program or institution of acceptable quality. It was to maintain this quality within nontraditional education that the National Association of Private, Nontraditional Schools and Colleges (NAPNSC) was created.

The Association is a legally constituted, nonprofit accrediting agency with criteria, standards and procedures deliberately designed for private, nontraditional, free-standing, degree-granting institutions. The term "non-traditional," as applied to the scope of the Association and as used throughout its documents, refers to those institutions which develop and implement diverse, flexible time/space delivery systems and other alternative teaching/learning strategies. Since major portions of such programs have academic requirements essentially outside the normal framework of residence campus instruction, such alternative approaches to learning must develop the same knowledges, skills, attitudes and competencies within the student comparable to those that are established, identified with, and represented by traditional college and university degrees at all levels and in given disciplines.

The critical importance of equivalence of academic credentials identified by the same name, as maintained by the Association, whether resulting from traditional or non-traditional delivery systems is also upheld in the United States in the recommendations and criteria of the 1978 COPA project[4] as well as abroad in policy statements of the Council of National Academic Awards.[5]

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[4] Council on Postsecondary Accreditation, Summary Report

In 1973, the Commission on Non-Traditional Study, supported primarily by grants from the Carnegie Corporation of New York, formulated recommendations for educational institutions to implement in the immediate future. These recommendations are in keeping with the objectives of the Association and are summarized as follows:

1. Lifetime learning - basic continuing, and recurrent - has new appropriateness today and requires a new pattern of support;
2. Colleges and universities must shift emphasis from degree-granting to service to the learner, thus countering what has become a degree-granting obsession;
3. Faculty understandings and commitments must be reoriented and redirected, particularly through in-service development, so that knowledge and use of nontraditional forms and materials will increase;
4. An organized effort must be made to promote intelligent and widespread use of educational technology with special emphasis on programming for cable television, computers, videotape recorders, and possibilities of satellite broadcasting [or other media];
5. New agencies must be created to make possible easy access to information and develop better ways to disseminate it, to perform guidance and counseling services, and to be assessors and repositories of credit for student achievement;
6. New evaluative tools must be developed to match the nontraditional arrangements now evolving, so that accreditation and credentialing will have appropriate measures of quality;
7. Cooperation and collaboration must be encouraged among collegiate, community, and alternate educational entities so that diverse educational

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of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education, Vols. I-IV (Washington, D.C.: Council on Postsecondary Accreditation, 1978).

[5] Council for National Academic Awards, "Regulations for the Award of the Council's Degrees of Master of Philosophy and Doctor of Philosophy" (Margate, England: Thanet Press, 1978).

programs and structures may come into being.[6]

For the protection of the public interest, it is mandatory that accrediting procedures established for evaluating institutions concentrating their efforts in these new, alternate approaches--including the external degree--be based upon the above criteria. Nontraditional education concepts must focus upon appropriate present realities in terms of basic minimum standards which, in addition, place a stronger than usual emphasis on institutional performance measured against the institution's objectives, its broad educational goals, and the stated instructional objectives of its course offerings.

Accreditation at the postsecondary level is regarded by the Western Association of Schools and Colleges as a means used by an accrediting commission for purposes of:

1. fostering integrity and excellence in postsecondary education through the development of criteria and guidelines for assessing educational effectiveness;
2. encouraging institutional improvement of educational endeavors through continuous self-study and evaluation;
3. assuring the educational community, the general public, and other agencies or organizations that an institution has clearly defined appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so;
4. providing counsel and assistance to established and developing institutions; and
5. protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom.[7]

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[6] Gould, pp. xviii-xix.

[7] Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities, Policy Statements (Oakland, California: Western Association of Schools and Colleges; August, 1975) p. 9.

This five point statement of accreditation objectives is fully endorsed by the National Association of Private, Nontraditional Schools and Colleges as being applicable to accreditation of nontraditional educational institutions.

The Ethics of Accreditation for the Association

To better assure the student and public of the quality and validity of the resulting education, the Association adheres to and maintains the following Code of Ethics whereby the Association agrees to:

a) evaluate or visit an institution or program of study only on the express invitation of the president or, when the action is initiated by the organization with respect to an institution already accredited by the organization, with the specific authorization of the president of the institution or his officially designated representative;

b) permit the withdrawal of a request for initial accreditation at any time (even after evaluation) prior to final action;

c) recognize the right of an institution or program to be appraised in the light of its own stated purposes so long as those purposes demonstrably fall within the definition of general purpose established by the organization;

d) state criteria for accreditation in terms that are manifestly relevant to the quality of an institution or program, respecting institutional freedom in other matters;

e) use relevant qualitative and quantitative information in its evaluation process;

f) consider a program or programs of study at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relation to the goals of the entire institution;

g) assist and stimulate improvement of the educational effectiveness of an institution, and to this end to be prepared to provide consultative assistance;

h) encourage sound educational experimentation and effective innovations;

i) design questionnaires and forms as not only to obtain information for the visiting examiners but also so far as possible to stimulate an institution to evaluate itself;

j) conduct any evaluation visit to an institution by experienced and qualified examiners under conditions that assure impartial and objective judgment;

k) follow the principle that there shall be adequate representation in an evaluation from the staffs of other institutions offering programs of study in the fields to be accredited;

l) avoid appointment of visitors who may not be acceptable to an institution;

m) cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests;

n) provide for adequate consultation during the visit between the team of visitors and the faculty and staff of an institution, including the president or his designated representative;

o) provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits;

p) regard the text of the evaluation report as confidential between an institution and the accrediting agency, with the exception that it may be made available to other accrediting agencies by which the institution has been accredited or whose accreditation it is seeking upon formal request from the institution evaluated;

q) permit (except as provided in "p") an institution to make such disposition of evaluation reports as it desires;

r) consider decisions relative to accreditation only after receipt of the comments of the president, as provided in "p," and when the chairman of the visiting team is present or the views of the evaluation team are otherwise adequately represented;

s) refrain from conditioning accreditation upon payment of fees for purposes other than membership dues or actual evaluation costs;

t) notify an institution as quickly as possible regarding any accreditation decision;

u) revoke accreditation only after advance notice has been given to the president of an institution that such action is contemplated, and the reasons therefor, sufficient to permit timely rejoinder;

v) provide the means for an institution to appeal from or request a reconsideration of a decision regarding accredited status.

The Ethics of Accreditation for Member Institutions

While the Association has a Code of Ethics for itself, the assurance of professional integrity among its constituents requires that each member institution adhere to the following Code of Ethics for NAPNSC Member Institutions:

a) By academic tradition and by philosophical principle an institution of higher learning is committed to the pursuit of knowledge and to its communication to others.

b) To carry out this essential commitment calls for institutional integrity in the way a college or university manages its affairs, specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programs and fixes its fields of service.

The maintainance and exercise of such institutional integrity postulates and requires appropriate autonomy and freedom.

Put positively this is the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows - to be a learner and a scholar. Put negatively this is a freedom from unwarranted harassment which hinders or prevents a college or university from getting on with its essential work.

c) A college or university must be well-managed and remain solvent. It must be concerned with the needs of its community, state and county, but an institution of higher learning is not a political party or a social service. It must be morally responsible, but even when church related, it is not a religion or a church.

d) A college or university is an institution of higher learning. Those within it have as first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure or political proscription.

e) Relating to the general concern and correspondence to intellectual and academic freedom are correlative responsibilities. On the part of the trustees and administrators there is the obligation to protect faculty and students from inappropriate pressures and destructive harassments.

On the part of the faculty there is the obligation to distinguish personal conviction from proven conclusions and to present relevant data fairly to students because this same freedom asserts their rights to know the facts.

On the part of students there is the obligation to sift and to question, to be actively involved in the life of the institution but involved as learners at appropriate levels. The determination and exercise of proper responsibilities will be related to the student's status as an undergraduate, professional, or graduate student.

f) Intellectual freedom does not rule out commitment, rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual or the educational institution - certainly not toward the task of inquiry and learning, nor toward the value systems which may guide them as persons or as schools.

Hence, institutions may hold to a particular political, social, or religious philosophy as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.

g) Educational institutions should contain within their environment the essence of the qualities they endeavor to impart, including the essential of nondiscrimination. They have a responsibility to develop standards and procedures based on principles which consider qualities, aptitudes, or talents in and of themselves. Institutions are expected to review their policies and procedures regularly to determine their validity in keeping with these principles.

h) The granting of earned academic or professional degrees by a member institution to that institution's full-time administrative staff members is to be discouraged.

The granting of earned academic or professional degrees by a member institution to that institution's full-time or part-time academic (instructional, advisorial or otherwise) staff members should not exceed involvement of 20% of the academic staff.

In any case all necessary measures must be taken by the institution to insure satisfactory compliance with degree standards.

Generally, the granting of an earned degree by a member institution to its own full-time staff members should not be a regular or usual practice.

i) Indescriminate and profuse awarding of honorary degrees by member institutions is discouraged by and unacceptable to the Association. The awarding of any such degrees must be in accordance with state regulations where the institution is based.

A definitive state regulation governing the awarding of honorary degrees such as provided in the State of California includes some of the following requirements:

1. An abstract must be filed with the State Department of Education giving the rationale for the awarding of the degree.
2. The name of the degree must be given.
3. The honorary nature of the degree must be designated in the same size lettering as the name of the degree.
4. The awarding of the degree of Doctor of Philosophy (Ph.D.), or any other degree regarded by the academic community as an "earned degree," as an "honorary degree" is prohibited.
5. Honorary degrees are not to be awarded by an institution to members of that same institution's staff or faculty.
6. The institution must inquire of the State Department of Education as to what degrees are approvable as honorary degrees.

Member institutions are expected to ascertain their own state's regulations regarding the awarding of honorary degrees.

Items 1 and 2 above shall pertain to the filing of essential information with the Office of the Executive Director of the NAPNSC which shall then be presented to the Commission on Postsecondary Education for the Association. This is supplemental to the institution filing with its respective State Department of Education.

j) Published statements regarding accreditation in the public document (catalog or bulletin) of member institutions must be limited to the authorized statements as given in Section III on pages 32-33, in this Handbook. Any references made regarding expected progress or status in the NAPNSC or other accrediting or state approval agencies or any inferred relationship to, or approval or recognition by the U.S. Department of Education or other governmental or private agency by virtue of an affiliation with the NAPNSC, are inappropriate and unacceptable.

Statements that are given to rationalize an institution's decision to seek accreditation through a given agency rather than another agency are inappropriate and unacceptable.

Reference to membership status in published advertisement must be limited to the authorized statements as given on pages 32-33. An acceptable announcement may read as follows:

> ____________________University was granted Candidate for Accreditation status in the National Association of Private, Nontraditional Schools and Colleges on ___(date)___. The status of Candidate for Accreditation is an affiliation with an accrediting association which indicates that an institution has achieved initial recognition and is progressing toward but is not assured of accreditation.

The use of the words "recognized" and "approved" by themselves is misleading and misrepresentative in the contexts in which these words are most often used and with the connotation assumed by the reader. The use of such words in advertisements is deemed inappropriate and unacceptable by the Association.

Statements proclaiming the value and effectiveness of educational programs of a member institution by comparisons with traditional or any other institution are inappropriate and unacceptable. The public documents of a member institution are to provide factual information about the institution. They are not for the purpose of extolling alleged virtues of that institution through deprecating reference to any other form of education.

Advertisements or other promotional statements which claim or infer that academic or professional degree program requirements of a member institution are easier, less demanding, less rigorous, or which imply in any way that the member institution's programs are of lesser quality than programs for comparable degrees offered by traditional institutions are inappropriate and unacceptable. Such statements are unfair to both nontraditional and traditional education because they depreciate the value of and respect for academic and professional degrees generally. While various flexibilities that are designed into nontraditional degree programs do appeal to a select population of individuals whose circumstances will not permit them to enter a traditional program, studies of soundly developed external programs and other forms of nontraditional education have shown that learning pursued in these ways is not easier and that in fact such learning requires a very high level of maturity, motivation, self-discipline and self-determination because of the responsibility placed upon the student. Nontraditional education is not for everyone.

All statements used in advertising are required to be in good taste as expected by the academic and professional/technical community.

Copies of all advertisements are required to be sent to the Office of the Executive Director.

k) All concerned with the good of the colleges and universities within the Association will seek ways to support their institutional integrity and the exercise of their appropriate autonomy and freedom. In particular, the Association, which has a responsibility to look at an institution in its totality, will always give serious attention to this aspect and quality of institutional life so necessary to its well-being and vitality.

l) An institution is responsible to its current and prospective clientele for any and all representations made by field representatives who may be employed by that institution. Therefore, these institutional representatives should be selected with care, provided with adequate training, and properly supervised to maintain the integrity of the institution they are representing.

It is the responsibility of the institution to provide for and maintain that its field representatives are properly licensed or registered by the appropriate state(s) and that the representatives conform to licensure and/or registration requirements in each applicable state.

The Association adheres to and is instrumental in maintaining the guidelines and results of the accrediting ethics previously stated. By means of evaluation through the accrediting process, the Association seeks to realize the improvement of nontraditional postsecondary education.

It is the goal of the National Association of Private, Nontraditional Schools and Colleges, as an accrediting body, to provide the criteria, standards, and procedures expressly designed for the evaluation, improvement, and quality control of private (nonprofit and proprietary), nontraditional schools, colleges, and universities. Accreditation by this Association is based in general upon an institution's total educational strength and in particular upon the success of the institution and each of its constituent parts to jointly formulate and accomplish each of that institution's specific objectives. The clarity of institutional objectives and their attainment through effectiveness of organization and operation are of chief concern in the final appraisal.

The Commission on Postsecondary Education of the NAPNSC has developed a program with criteria and standards for nontraditional education whereby an institution, while working toward accreditation, improves its educational accountability. This program is the process of Accreditation by Contract which is presented in Sections II, III, IV, and V.

SECTION II

ACCREDITATION BY CONTRACT:
STANDARDS FOR QUALITY CONTROL

Scope and Purpose

With the emphasis on learning outcomes in nontraditional education, the Association was formed to maintain standards for assessing the educational results while allowing for a wide range of variations in the methods used to accomplish this learning. The accreditation process is the means whereby the Association achieves this perhaps seemingly lofty goal.

Accredited or nonaccredited, private, nontraditional or alternative colleges, universities, or other private, nontraditional, degree-granting, postsecondary educational institutions, interested in upgrading educational programs and/or desirous of an accreditation affiliation based upon evaluation of the institution's measurable outcomes, may apply for membership in the National Association of Private, Nontraditional Schools and Colleges (NAPNSC).

Accreditation by Contract is the basis of accreditation from the NAPNSC. Accreditation by Contract preserves the format and some of the language and content of other agencies' guidelines with a design to meet the needs of the student and institution using a holistic approach through performance-based and outcome-oriented educational assessment.

Better education through better planning is the central purpose of Accreditation by Contract. More specifically, the Accreditation Contract is proposed as:

1) A way to individualize accreditation by basing it on the particular needs of the students served by each institution.
2) A way to implement comprehensive, continuous, long-range planning by establishing specific faculty and responsibilities and institutional-wide procedures.
3) A way to make the best possible use of all available resources by better relating (a) institution and constituency; (b) needs, goals, and objectives; (c) programs, practices and services; (d) program planning and budgeting; (e) inputs, processes, outcomes; and (f) cost-effectiveness of programs.

4) A way to determine results by establishing measurable objectives.
5) A way to take timely action by charting a long-range operational plan of who is to do what at which time.
6) A way to demonstrate the quality of programs maintained by the institution for the benefit and protection of the public interest.

Accreditation by Contract is an accrediting process which blends the excellence of standards, traditionally employed to determine whether or not institutions are operating at basic levels of quality, with newer more imaginative evaluative techniques which place a stronger than normal emphasis on institutional results or learning outcomes.

The Contract provides the flexibility for individual institutions to develop: (1) valid objectives, (2) processes to meet the stated objectives, and (3) evaluative components by which it and other institutions will ultimately be evaluated. Proper implementation of the Contract results in educational accountability through continual subjective and objective examination of the purposes, methods and results of nontraditional educational institutions.

The Association recognizes the three following statuses for accreditation affiliation with the NAPNSC:

CORRESPONDENT (Preliminary Status)
RECOGNIZED CANDIDATE FOR ACCREDITATION (Pre-accreditation Status)
ACCREDITATION

Correspondent Status

Designed as an optional approach in voluntary accreditation, "Correspondent status" offers nontraditional, private, post-secondary, degree-granting educational institutions an opportunity to establish a preliminary, formal, and publicly recognized relationship with the NAPNSC. This approach is provided for new, developing institutions prior to their having been in continuous operation for a sufficient period of time to become eligible to apply for the status of Recognized Candidate for Accreditation. Correspondent status is a preliminary status specifically designed for those educational institutions which may or may not be fully operative but which have been in continuous operation less than two (2) full calendar years immediately prior to filing the application documents. In either case, inoperative or fully operative, the institution must provide evidence of sound educational planning along with the necessary resources to implement those plans in terms of the Commission's standards, and appear to have the potential for implementation of the Association's educational improvement processes leading to Accreditation by

Contract (see Sections III through V) with the Association.

All eligibility criteria apply to the institution making application for Correspondent status but it shall be understood that the institution's application documents and operational procedures may be in various stages of trial and, therefore, may vary widely in degree of demonstrated effectiveness. Provision of Correspondent status is provided for guidance of new institutions in the continued, thorough development of application documents and beginning phases of operation to prepare them for eventual consideration for Recognized Candidate for Accreditation status.

Institutions in Correspondent status will not be eligible for Federal funding for student financial aid programs when the Association is recognized by the U.S. Department of Education.

Institutions in Correspondent status may be represented on the recommending and/or governing bodies of the Association as provided in the Bylaws of the Association and the Commission on Postsecondary Education.

Correspondent status is a status of affiliation with the Association which indicates that an institution is progressing toward but is not assured of the status of Recognized Candidate for Accreditation.

An institution which is granted Correspondent status may remain in that status no longer than two (2) years from the date Correspondent status was granted. During this two year period, the institution shall demonstrate sufficient readiness to begin the development of its contractual agreement with the Association to warrant advancement to the status of Recognized Candidate for Accreditation.

In the event that sufficient progress has not been demonstrated by the institution to warrant such an advancement in status, the institution shall be placed on probation for a period not to exceed one (1) calendar year. In the event that sufficient progress to warrant advancement in status has not been made by the institution during such probationary period, the institution shall be dropped from the membership of the Association. Any institution so dropped from the Association's membership shall be eligible to reapply after two (2) years from the date of such an adverse accrediting action.

An institution which has previously been granted Correspondent status may request to be advanced to the status of Recognized Candidate for Accreditation after it has been in continuous operation during a minimum of two (2) calendar years. All such requests for advancement in status shall, however, be reviewed in terms of the institution's progress toward the fulfillment of its standards and the requirements of the Commission.

Recognized Candidate for Accreditation Status

Recognized Candidate for Accreditation is designed as an approach to voluntary accreditation which offers private, accredited or nonaccredited, nontraditional, degree-granting, postsecondary educational institutions the opportunity to establish a formal, publicly recognized relationship with the Association. Recognized Candidate for Accreditation is a pre-accreditation status which indicates that the institution has been in continuous operation during a minimum of two (2) full calendar years immediately prior to the filing of the application documents. The institution must provide evidence of sound educational planning along with the necessary resources to implement those plans in terms of the Commission's standards, and appear to have the potential for implementation of the Association's educational improvement processes leading to Accreditation by Contract (see Sections III through V) with the Asssociation. This status indicates that an institution is progressing toward but is not assured of accreditation.

Institutions granted the status of Recognized Candidate for Accreditation will be eligible for Federal funding for student financial aid programs when the Association is recognized by the U.S. Department of Education.

An institution granted the status of Recognized Candidate for Accreditation may remain in that status for a period not to exceed eight (8) years, including a continuous five-year period; a maximum of two (2) one-year extensions, subject to approval of the Association; and a one-year period of probation.

During the initial five-year period, but in no case within less than three years, the institution should demonstrate sufficient progress toward accreditation through the fulfillment of its contractual agreement with the NAPNSC to warrant advancement to the status of Accreditation.

In the event that the institution, in the opinion of the Association, has shown good faith in its efforts toward fulfillment of the terms of its contractual agreement with the Association but has not shown sufficient progress to warrant advancement, the Association, upon reviewing the institution's request for an extension of time, its progress, and the circumstances warranting such a request may extend the term by not more than one (1) calendar year. In no case, however, will a request for more than two such consecutive one-year extensions be considered by the Association from the same institution.

In the event the institution has not demonstrated a satisfactory progress to warrant its advancement to fully accredited status during the initial five-year period or during an approved extension of time as explained above, the institution shall be dropped from the membership of the Association unless, upon review at the end of such probationary period, it is determined by the Association that the progress of the institution warrants advancement to Accreditation status.

An institution may be dropped from the Association's membership when it fails to file required written reports or does not permit reevaluation after due notice.

Any institution dropped from the membership of the Association after having been granted the status of Recognized Candidate for Accreditation must wait a minimum of two (2) years before reapplying. After the two-year period the institution may apply for membership on the same basis as an institution applying initially.

An institution which has been in continuous operation for two or more years immediately prior to submission of its application may elect to apply for Correspondent status if it is felt by the institution that its degree of development is not sufficient to warrant the granting of Recognized Candidate for Accreditation status. The governing body of such an institution may deem it advisable to seek the consultation and guidance that Correspondent status will provide, or the Association may make this recommendation.

All application procedures are equally in effect for both Correspondent status and Recognized Candidate for Accreditation status including preparation and submission of application documents as well as the preparation for and performance of an on-site evaluation.

Accreditation Status

There are two methods for institutions to attain the status of Accreditation.

Method I:

The first method, which is the usual method for an institution to be granted full accreditation evolves from a member institution in the status of Recognized Candidate for Accreditation. An institution in this status, having maintained full compliance with the Association's initial eligibility criteria and standards and having developed and implemented educational programs, delivery systems, modes of assessment of learning outcomes and student services unique to that institution and sufficient to achieve successful validation of all ten elements of the Action Plan for Accreditation by Contract, will be granted Accreditation status. Such validation is normally achieved through three (3) on-site evaluations in the following pattern:

(1) Initial on-site evaluation to achieve Candidate status
(2) Biennial on-site evaluation to monitor progress and achieve partial validation of contract elements
(3) Third on-site evaluation to monitor continued full compliance with all eligibility criteria and standards and to validate all conditions and standards of the ten elements of the Action Plan of the accreditation contract at the end of the third year, or thereafter when the institution indicates it is ready.

Method II:

The second method is the direct application. This procedure applies to institutions which have been in full, continuous operation for a period of five years or more immediately prior to application. The initial application documents are the same as in the pre-accreditation statuses, however, it must be understood that if such an institution elects to bypass pre-accreditation status and submit an application for Accreditation status (in effect, foregoing the three year preparation period in Recognized Candidate for Accreditation status), it must be aware of the consequences. Since the direct granting of Accreditation status means that the Association approves and recommends the educational offerings of an institution, an in-depth scrutiny of the information contained in the initial application and a rigorous formulation of the contract document (with emphasis on the designing and implementation of the Action Plan) along with a critical on-site evaluation must occur. Institutions applying directly for full accreditation will find it difficult to quickly formulate and implement a contract document; for this reason, one year is suggested as a minimal time frame to adequately prepare all documentation.

It must be understood that failure of the institution to implement the elements of the Accreditation Contract or failure to meet the specified eligibility requirements of the Association will result in that institution's relationship being established at Correspondent, or Recognized Candidate for Accreditation, status depending on the standards the institution meets.

General Conditions for Methods I and II:

Institutions being considered for Accreditation status must have graduated a reasonable number of students to insure that degree standards have been in effect at least for the duration of the programs completed (see Degree Standards in Section IV).

Institutions granted Accreditation status will be eligible for Federal funding for student financial aid programs when the Association is recognized by the U.S. Department of Education.

Once an institution is granted Accreditation status is must maintain the same level of standards. An institution failing to meet this requirement will be placed on a one-year probationary period at the end of which a negative evaluation by the Association will determine that that institution be dropped from the membership of the Association.

As with Candidate status an institution may be dropped from the Association's membership if that institution fails to file required written reports or does not permit reevaluation after due notice.

Any institution dropped from the membership of the Association after having been granted Accreditation status must wait a minimum of two (2) years before reapplying. After the two-year period the institution may apply for membership on the same basis as an institution applying initially.

Voluntary Withdrawal:

An institution which has voluntarily withdrawn from membership in any status may be considered for reinstatement of membership in a given status under the following conditions:

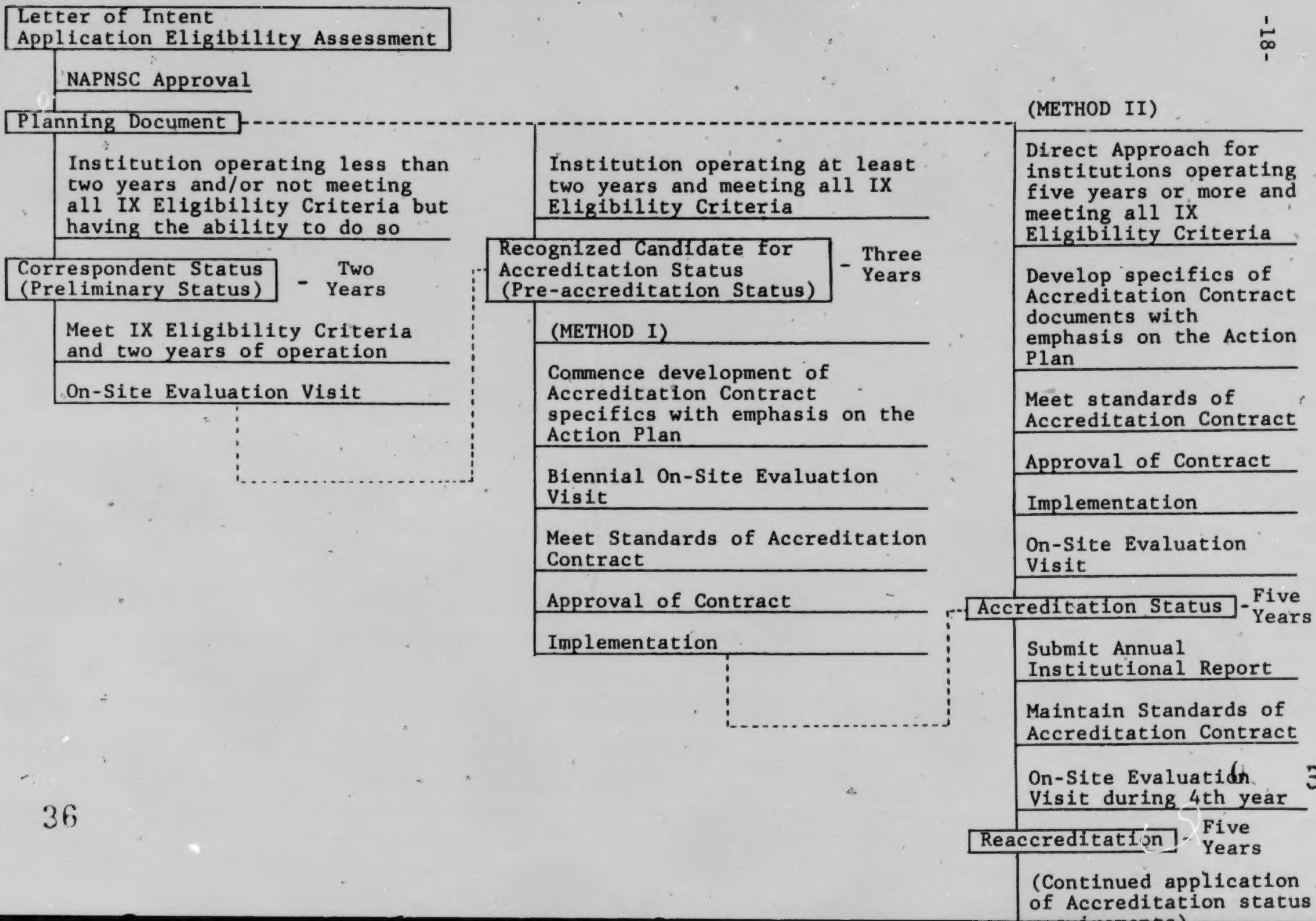
1. Submission of a formal letter of request of reinstatement from the institution's governing board to the Board of Trustees of the Association;
2. Submission of a report of the institution's development and financial condition to date (comparable to the required annual report);
3. Reexamination of the reasons given for withdrawal by all parties concerned.

Determination of the need for an on-site evaluation as a condition in the consideration for reinstatement will be based on the date of the institution's withdrawal and the recency of its last on-site evaluation.

Summary

All aspects of an institution's development determine the status of that institution in the accreditation process of the Association. A time chart showing the requirements at each level of the various accreditation statuses is given on the following page. Sections III and IV contain detailed explanations of the requirements in each step of the Accreditation by Contract process; Section V assists in the construction, implementation, and evaluation of the characteristics necessary for accreditation to be granted by the NAPNSC.

TIME CHART AND SEQUENCE OF EVENTS IN THE NAPNSC ACCREDITATION PROCESS



Letter of Intent
Application Eligibility Assessment

NAPNSC Approval

Planning Document

Institution operating less than two years and/or not meeting all IX Eligibility Criteria but having the ability to do so

Correspondent Status (Preliminary Status) - Two Years

Meet IX Eligibility Criteria and two years of operation

On-Site Evaluation Visit

Institution operating at least two years and meeting all IX Eligibility Criteria

Recognized Candidate for Accreditation Status (Pre-accreditation Status) - Three Years

(METHOD I)

Commence development of Accreditation Contract specifics with emphasis on the Action Plan

Biennial On-Site Evaluation Visit

Meet Standards of Accreditation Contract

Approval of Contract

Implementation

(METHOD II)

Direct Approach for institutions operating five years or more and meeting all IX Eligibility Criteria

Develop specifics of Accreditation Contract documents with emphasis on the Action Plan

Meet standards of Accreditation Contract

Approval of Contract

Implementation

On-Site Evaluation Visit

Accreditation Status - Five Years

Submit Annual Institutional Report

Maintain Standards of Accreditation Contract

On-Site Evaluation Visit during 4th year

Reaccreditation - Five Years

(Continued application of Accreditation status

SECTION III

THE ACCREDITATION CONTRACT:

PROCEDURES FOR DEVELOPMENT

The Accreditation Contract is comprised of a series of steps with two basic divisions. Part I, the Planning Document, deals with those fundamental components, procedures, and initial working standards of learning content and processes regarded as essential for the beginning or early operation of the institution. Part II, the Action Plan, deals with the extensive development and refinement of diverse delivery systems, structured curriculum content of each learning program offered, measurable and assessable performance objectives for each program, and effective systems of assessment of learning outcomes with continued monitoring of cost-effectiveness for all learning programs offered.

BASIC STEPS IN THE ACCREDITATION BY CONTRACT PROCESS

WHAT?	HOW?	WHO?
PART I:		
1. Commitment	Letter of Intent Application Eligibility Assessment	Governing Board and Chief Administrative Officer
2. Planning Document	IX Eligibility Criteria Five-Year Institutional Projections	Institution's Constituency
3. On-Site Evaluation Visit (Correspondent and Candidate Statuses only)	Visiting Evaluation Committee	Evaluators appointed by the Association
PART II:		
4. Action Plan	Development of Accreditation Contract	Institution's Constituency
5. Approval of Action Plan	NAPNSC Commission on Postsecondary Education	Institution and the Association
6. Implementation	Execution of Specifics of Action Plan	Institution's Faculty and Staff
7. On-Site Evaluation Visit	Visiting Evaluation Committee	Evaluators appointed by the Association
8. Accreditation	Compliance with all Elements of the Accreditation Contract	NAPNSC Review Committee, Commission and Board of Trustees
9. Reaccreditation	A. Maintenance of Accreditation Contract standards B. Submit annual report C. On-Site Visit every five years	A. Institution's Faculty and Staff B. Institution and the Association C. Evaluators appointed by the Association

PART I:

1. Commitment

After careful reading of the Handbook on Accreditation, the governing body of an institution decides whether or not that particular institution wishes to pursue an accreditation affiliation with the Association. A positive decision requires the Chief Administrative Officer of that institution to forward a "Letter of Intent" to the Executive Director of the National Association of Private, Nontraditional Schools and Colleges. This letter should include the institution's interest and desire to enter into the development and planning activities leading toward accreditation by the Association. The acknowledgment of intent should be made with full awareness of the standards for Accreditation by Contract as well as all nine of the Eligibility Criteria listed below under "Planning Document."

Along with submitting the Letter of Intent, or shortly thereafter, the faculty and staff of the applying institution should complete and submit the Application Eligibility Assessment (see Appendix A). Upon completion, the assessment report (original and one copy) should be forwarded to the Executive Director of the Association. Upon review of these initial documents, the applying institution will be advised if it qualifies with the primary applying criteria (e.g., private, degree-granting, nontraditional character, etc.). Upon a positive response from the Association, the applying institution should commence its Planning Document.

2. Planning Document

This is a report compiled by the institution reflecting the current description of the faculty/staff, students, educational programs, physical resources, and the anticipated goals. The focus of the Planning Document is an institutional self-study on present standards and realities with a projection of future goals.

Before launching into the great variety of activities involved in developing the Planning Document, a pre-planning phase is necessary to decide how to go about those activities. The institutional staff, students, and other representatives of the broad constituency will almost certainly have been involved in the decision of the board of control to participate in the contract accreditation program. If this has not been the case, the pre-planning stage is an excellent time to begin. Immediate and continous involvement of all segments of the institution's constituency is crucial in the development of long-range plans for educational improvement. Faculty, students, administrators, board members, potential employers of students and graduates, and other interested and concerned citizens should be involved, representing every social, economic, racial and ethnic group of the constituency.

It is advisable that a coordinating committee be formed to promote constituency involvement from all sectors served by the institution in this pre-planning stage. The committee might organize optional educational directions, problem areas and analyses, task force assignments, etc.

Within the Planning Document are the IX Eligibility Criteria and standards which must be met and maintained by an institution seeking or continuing an accreditation affiliation with the NAPNSC. These standards, when met, protect the student, institution, Association, and public by promoting ethical, reliable criteria for assessing educational results. The Association recognizes that an institution in its formative stages may not be able to meet all the eligibility requirements immediately. For those particular institutions the IX Eligibility Criteria and standards are presented as guidelines and goals toward which the faculty and staff should be working.

PLANNING DOCUMENT FORMAT

PART A: IX ELIGIBILITY CRITERIA

I. FORMAL GOVERNMENTAL AUTHORITY

A. A charter, corporation certificate or other comparable document, issued by the appropriate governmental agency, which authorizes the applying institution as a private (nonprofit or proprietary) entity to develop and conduct educational programs and to award degrees, must be made available for examination. (Documentation should be included with responses to Application Eligibility Assessment.)

B. The document of authority must be current in terms of dates of issue and expiration.

C. All activities developed, conducted and sponsored by the applying institution must be in compliance with the provisions and limitations of the documented governmental authority.

II. GOVERNING BOARD

A. A Board of Trustees or Directors which includes representation reflecting the interest of the institution's constituency or which is responsive to the institution's constituency through an Advisory Board or Council must be currently established.

B. Terms of office for each trustee's or director's appointment must be arranged to provide continuity.

C. Administrative structure of the governing board should facilitate an efficient policymaking function. A copy of the institution's organizational chart should be included with this information.

D. Trustees or directors are to be listed prominently in the applying institution's public documents such as catalogs or bulletins together with each of their affiliations.

III. CHIEF ADMINISTRATIVE OFFICER

A. The institution must have employed a chief administrative officer whose academic and professional qualifications are commensurate to the duties and responsibilities of the position.

B. The chief administrative officer should be fully cognizant of the institution's mission, philosophy and needs so as to deal effectively in these matters.

C. Honesty and a history of professional integrity are essential qualities in the makeup of the chief administrator for the leadership required for a viable, alternative college or university. (Resume of chief administrative officer should be included with responses to Application Eligibility Assessment.)

IV. EDUCATIONAL PROGRAMS

A. The institution must offer, or have adequate plans to offer, one or more appropriately structured and guided educational programs leading to the awarding of a degree of at least one academic year in length. The required interpretation of one academic year includes nine (9) calendar months of continuous enrollment or a collective total of discontinuous enrollments which equate to a chronological sum of one (1) academic year (nine months). This requirement is deemed essential to instate the institution as the responsible certifying agent awarding the degree in the name of the institution with sufficient program input to warrant the awarding of the degree. (The types of degrees available should be included in responses to Application Eligibility Assessment.)

B. The institution, as a private (nonprofit or proprietary)

IX ELIGIBILITY CRITERIA (Continued)

entity, will exemplify alternative, nontraditional innovative education at the postsecondary level as evidenced by a significant combination of qualities such as:

1. Verification of demonstrable learning outcomes as well as concern of the pathways and credit accumulated. Certification of learning outcomes through demonstration and/or structured, criterion referenced examination. (Attach sampling assessments used in evaluating institutional effectiveness and student learning outcomes.)

2. Provision for challenging of specifically required competencies by examination. Please specify the types of examinations, frequencies used, and for which programs.

3. An equitable policy for transfer of prior academic credit should be described. Such transferred credit should be relevant to and commensurate with that which would be required in the specific degree programs offered by the institution.

4. Use of available human, material, and academic resources regardless of their location. Adherence to this philosophy will likely result in diverse geographical sites of institutional operation, flexible time frames and/or teaching/learning strategies not requiring restriction to a central "campus" in the conventional sense.

5. Use of study in residence only to the extent that offerings demand specific facilities and/or essential group interaction.

6. Extensive use of independent study and research.

7. Accommodation of learning/teaching strategies and materials in accordance with individual teacher/learner differences, abilities or disabilities which otherwise would pose barriers to learning such as:

    a. language
    b. disparate age groupings
    c. cultural differences
    d. physical disabilities
    e. widely varying mental abilities
    f. learner alienation from or disenchantment with established processes and strategies
    g. sex

IX ELIGIBILITY CRITERIA (Continued)

8. Development of teaching/learning curricula and the design of academic and/or professional/technical degree programs in newly emerging disciplines for which there are established rationale and needs and which are generally not provided by traditional post-secondary schools.

9. The nature of the applying institution as characterized by a combination of qualities such as the above will be such that it cannot be adequately assessed by the criteria as used by other recognized, institutional accrediting associations. By the same token an applying institution which, by the nature of its programs, renders nonfunctional the traditional criteria and mechanisms of review, control, and improvement aimed at assuring quality, must accept responsibility for justifying alternative ways in which quality will be accounted for and assured.

   Each member institution and the Association shall bear the mutual responsibility of insuring that no practice is entered into and/or no essential function is omitted which would depreciate the value or detract from the integrity of what the institution's degrees and similarly identified degrees are held to represent to society and to the academic and professional/technical communities at large.

C. The institution will provide evidence of adequate planning, preparation and implementation of a significant combination of educational modes from the list above (items 1 through 8) as represented in the form of its program structure and by the students it serves.

D. Available resources must be assured and may be presented for programs offered as a classification of the administrative staff required and the number and kinds of faculty deemed essential at undergraduate levels and in the capacities of full-time, part-time, adjunct or external professor-advisors. The adequacy of available libraries, instructional material centers and all other community learning resource centers for the programs offered, must be established and should be described.

   1. Faculty resource qualifications shall be characterized in the following manner:

      a. percentage of the faculty holding earned doctorates and the percentage holding other advanced degrees;

b. average amount of graduate study completed by the faculty as a whole and the quality of the graduate institutions represented;

c. extent to which faculty members are teaching in areas in which they have received advanced training;

d. the kinds of work experience the faculty members have had in developing special competencies;

e. the evidences of scholarly and professional attainment;

f. the extent of faculty attendance at and participation in meetings and other functions of learned and professional societies;

g. the extent and manner in which the institution may recruit faculty members from among its own graduates or otherwise involve them in the teaching/learning process (Document by submitting a complete, current resume for each instructional staff member.);

h. demonstrations of competence and enthusiasm in the teaching/learning processes that are observable;

i. adequately qualified faculty shall be employed by the institution to make possible the required development of academic programs and to insure the institution's quality control of academic programs which might otherwise be relinquished to the adjunct, tutorial or other external faculty members who may be employed by the institution.

2. Administrative staff becomes a human resource by the timeliness of actions taken in the institution's overall operations. Resource qualifications for administrative personnel are characterized as follows:

   a. quantify those administrators involved in:

      1) full-time administration
      2) part-time administration
      3) faculty and administration

IX ELIGIBILITY CRITERIA (Continued)

b. the education and work experience of administrative personnel, evidenced by submission of a current, complete resume for each administrative staff member;

c. number of clerical support

   1) full-time
   2) part-time

d. adequate administrative personnel must be employed by the institution to maintain (1) a continuity of operation, (2) sufficient quality, and (3) integrity within the institution.

NOTE: The institution's policies and procedures for hiring, promotion, and nonrenewal (termination) of administrative staff, clerical staff and full-time as well as adjunct faculty, should be stated in writing and clearly explained to all persons involved.

3. Physical plant resources (if required) such as buildings, classrooms, laboratories and equipment shall be described and evaluated in accordance with the nature and requirements of the institution's educational programs.

4. Library resources and other instructional material resources shall be characterized in the following manner:

   a. the extent to which the available library collection(s) and other instructional materials reflect the needs of the institution as defined by its purposes and mission;

   b. designation of the intended usage by faculty and/or students;

   c. distribution of library holdings among the subject fields and the needs of the programs offered by the institution;

   d. description of the procedures used to maintain a substantial and continuing infusion of new books, periodicals and other instructive resources in each field;

   e. availability of a photocopying or other duplicating service;

IX ELIGIBILITY CRITERIA (Continued)

f. the relation of the institution's available library resources to other libraries in the area as well as to national and international library retrieval systems such as inter-library loan and E.R.I.C.;

g. a documented, updated history of library resource expenditures by academic divisions or departments as a reflection of adequacy of support for the library;

h. adequate professional training of the librarian in the field of library science with clerical assistance as needed;

i. designation of the librarian as a faculty member having an effective working relationship with other faculty members.

V. GENERAL EDUCATION REQUIREMENTS

The basic academic skills associated with general education requirements and which are prerequisite for success in post-secondary level programs must be assessed or provided for by the applying institution.

A. Evidence must be provided to show that the institution ascertains prior achievement of basic skills of incoming students.

B. It is expected that deficiencies in general education are to be rectified by the institution through prescribed learning experiences.

C. Evidence must be provided to show assessment of prior academic and/or experiential achievement and the means of said assessment (e.g., scores on competency tests, types and names of testing instruments, transcripts from previous institutions attended, previous academic degrees earned, etc.).

VI. ADMISSION POLICIES

A. A clearly stated set of conditions and requirements pertaining to registration in the institution and enrollment in specific educational programs should be developed and provided to each prospective student (include in Catalog/Bulletin).

B. If the admission policy is open or is restricted with regard to certain matters such as cumulative grade-point (GPA), degrees or credits previously earned by the student, entrance or other standardized examination scores, language requirements or specific experience, each of these conditions must be clearly explained with the rationale given (include in Catalog/Bulletin).

C. Nondiscriminatory practices.

D. Withdrawal conditions and procedures should be clearly stated and included in the Catalog/Bulletin.

E. Consistency of student application-registration forms.

F. Compatability of admission policies with the stated mission, goals, and objectives of the institution must be evident.

G. A format for student records should be developed and interminably maintained with:

1. specific personal data, and
2. data pertaining to admission.

NOTE: See Appendix B for a more thorough outline of proposed data to be included in student records.

VII. CATALOG

The Commission on Postsecondary Education of the NAPNSC requires all accredited institutions and all applying institutions to publish, or cause to be published, an acceptable catalog. Since no two educational institutions are alike, it is not reasonable to suppose that any two catalogs will be alike. Each institution differs from all others, and catalogs must reflect the differences. This comment is made so as to forestall any assumption that the way an institution does a particular thing is the way others should do it.

As a general rule, catalogs are intended for many purposes and directed toward a varied audience. The reading public for which such publications are intended would include the enrolled students and their faculty advisors; officers of government and instruction in other colleges, particularly the registrars and admissions officers; prospective students; and high school principals, counselors, and guidance directors.

The catalog must be a symbol of dignity - it must not be primarily a promotional publication, nor should it be directed toward a particular segment of its varied

IX ELIGIBILITY CRITERIA (Continued)

audience. The catalog is, among other things, an announcement or a record, and it is also a chronicle and legal document of the institution concerned.

A listing of compulsory and optional catalog information is given here to aid an institution in publishing a quality bulletin. (Please indicate which criteria are included in the current Catalog/Bulletin for the applying institution.)

A. General Considerations

1. A catalog or bulletin of general information should explain and inform; it should not extol and glorify.
2. It should tell the essential story of its institution interestingly, unimpassionedly, and succinctly.
3. Since it may, in many instances, be the student's introduction to the school concerned it should be so written and printed as to make a good first impression.
4. It should, in size or proportion, be easy to carry and convenient to file or to place between conventional bookends; in other words, it should not be elongated in girth and stunted in height, for printed abnormalities are annoying to normal readers.
5. Attractive illustrations might be included; if they are used, they should generally pertain to the institution which publishes the catalog.
6. It might contain a postpaid card on which the interested reader may easily request additional publications, information, or an application blank.
7. It should reflect the dignity of the institution it describes.
8. Each individual institution must publish a separate catalog, the contents of which pertain specifically to the institution which it represents.

   NOTE: Institutions under the same governing body

IX ELIGIBILITY CRITERIA (Continued)

may publish a common catalog. Institutions contemplating utilization of a common catalog should consult the Commission office.

9. It should look and read like a college catalog.

B. Compulsory Items

1. A Table of Contents or Index, or both.
2. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters as applicable.
3. An indication, on the front over, of the year or years (or other period of time) for which the catalog is effective.
4. A listing of the administrative officials of the institution, with titles, degrees, dates, and awarding institution and a statement or chart of legal control.
5. A statement of the philosophy and/or the objectives of the institution.
6. The institution's admission requirements, policies, and procedures including:
    a. a clearly stated set of conditions and requirements pertaining to registration in the institution and enrollment in specific educational programs;
    b. appropriate presentation of general education requirements and provisions for assessment;
    c. qualification of the admission policy, i.e., is it open or restricted with regard to certain matters such as cumulative grade-point average, degrees or credits previously earned by the student, entrance or other standardized examination scores, language requirements, or specific experience--such conditions must be clearly stated;
    d. nondiscriminatory practices;
    e. withdrawal and dismissal conditions and procedures should be clearly outlined;

IX ELIGIBILITY CRITERIA (Continued)

f. consistency of student application-registration forms;

g. compatability of admission policies with the stated mission, goals, and objectives of the institution;

h. an equitable policy for transfer of prior academic attainments such as course credit and/or experiential credit should be described. Such transferred credit should be relevant to and commensurate with that which would be required in the specific degree programs offered by the institution.

7. A listing of the faculty of the institution showing:

a. degrees held with dates awarded
b. institutions awarding the degrees
c. the area of teaching specialization

8. A statement of the fees, tuition, and/or regular and special charges.

NOTE: Items 7 and 8 should be printed in the catalog. If for some substantial reason such is not feasible, fees and other charges and faculty may be listed on a separate enclosure or catalog insert, provided that such inserts are printed, dated, and identified as a part of the current catalog; the catalog must make reference to the insert. Thereafter, this supplement must be actually enclosed in each copy of the catalog.

9. A statement of the institution's refund policy. This policy must be outlined clearly and must comply with state requirements and Fair Trade Laws. Refunds must be calculated from last date of attendance or from date last work was received from the student if enrolled as an off-campus student.

10. A statement of the curricula or programs offered, including for each:

a. a statement of the objective or purpose of the curriculum;

IX ELIGIBILITY CRITERIA (Continued)

b. an accurate and complete listing of the courses. competencies, or learning activities required in each curriculum;

c. the total credits required for satisfactory completion of the program;

d. any special requirements for completion (e.g., thesis, dissertation, residency requirements, written examinations, orals, competency levels, etc.);

e. a description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance;

f. a description of each subject (course) or area of competency including:

    1) identifying number (if course)
    2) title
    3) maximum credit allowed
    4) prerequisites, if any, including courses, skills, knowledge
    5) a complete but concise description of the contents of the course (subject) and the topics covered, if applicable.

11. A definition of the unit of credit used, if applicable to requirements and institutional procedures.

12. A statement pertaining to the nature and extent of student services offered and the extracurricular activities available.

13. If the institution is now accredited, a statement to this effect stating the name of the accrediting body(ies).

If the institution receives approval for Correspondent or Candidate status with the Association, an authorized statement reflecting such an affiliation should be as follows (dependent upon the respective status):

> ________________________ University was granted Correspondent (Candidate) status for accreditation in the National Association of Private, Nontraditional Schools and Colleges. The status of Correspondent (Candidate) for accreditation is an affiliation with an accrediting association which indicates that an institution has achieved initial

recognition and is progressing toward but is not assured of accreditation.

14. An explanation of the grading system or other systems employed for evaluating competencies.

15. A complete and accurate listing of all scholarships offered.

C. Optional Provisions

The following items are encouraged as optional features which are seen as contributing to the completeness of the catalog.

1. A statement pertaining to housing accommodations if other than local students are enrolled.

2. A historical account of the institution.

3. A statement of official rules and regulations.

4. Authorized statements of the associations in which the institution maintains membership.

5. A statement indicating whether the institution is nonprofit or proprietary; men only, women only, or coeducational; operated by a single proprietorship, partnership, or corporation.

6. A listing of members of the governing board of the institution, officers, affiliations, etc.

7. Distributions of the CEEB, ACT, GED, or CLEP scores of the entering undergraduate (if applicable) and the GRE or other advanced degree level entrance exam scores (if required) for entering graduate students. Also present a profile of prior academic degrees earned showing the awarding institution and the academic areas represented.

8. A profile of past institutional performance including:

   a. number of students admitted by year and full-time/part-time percentage
   b. number of degrees awarded, levels, program areas.

IX ELIGIBILITY CRITERIA (Continued)

9. Particular reference to unique qualities and practices that will influence the institution's enrollment forecasts.

10. The institution should provide a description of what a student may expect to accomplish while attending the institution. The results of polls to assess the student's view of his or her educational experience during or after enrollment, may be presented here.

11. A description of the delivery system(s) and assessment model(s) which set the institution apart as unique and nontraditional.

12. A profile of students actually admitted or of students anticipated as based on a carefully researched projection might include the following characteristics:

    a. age groups - present a distribution of age groupings for each academic area and degree level offered;
    b. income - present a distribution of estimated income levels of undergraduate and graduate students served;
    c. geographic origin of undergraduate and graduate students served delineating the proportion attracted locally, state-wide, nationally, and internationally.[8]

VIII. ADEQUATE FINANCIAL BASE AND FISCAL POLICY

A. The applying institution must provide evidence of its financial ability to meet its objectives and to continue in its mission as a viable alternative institution. Such evidences should include:

1. A listing of funding commitments such as grants, regular donations, alumni developmental foundations, building fund, tuitions, fees or other such sources of income.

2. The institution's most recent financial statement prepared by a Certified Public Accountant, indicating sufficient operating cash/cash flow at present.

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[8] Adapted from "Catalog Checklist" used by the Association of Independent Colleges and Schools (A.I.C.S.), October, 1976.

IX ELIGIBILITY CRITERIA (Continued)

B. The institution's fiscal policies are to be evidenced by:

1. A tuition fee schedule based upon units of credit, the registration period, degree programs, or combinations of the foregoing as needed and included in the Catalog/Bulletin.

2. A fee collection policy to give reasonable assurance of operating cash flow commensurate with the continued rendering of educational services, also included in the Catalog/Bulletin.

3. An equitable student tuition refund policy that is both practiced by the institution and included with the tuition fee schedule in the Catalog/Bulletin.

4. A schedule of salaries by categories for all administrative, instructional and clerical staff. This schedule should include established compensations for such adjunct personnel as consultants, external professor-advisors, tutors, and other such human resources as may be required by the alternative nature of the institution. Such compensation plans should guard against possible conflict of interest.

IX. LETTER OF INTENT

A Letter of Intent should have been sent prior to or in conjunction with the Planning Document report. Included in this letter should be the following items:

A. A formal authorized acknowledgment from the governing body of the institution, through the Chief Administrative Officer in the form of a letter of intent, to the Executive Director of the Commission on Postsecondary Education, National Association of Private, Nontraditional Schools and Colleges.

B. Indication of the institution's interest and desire to enter into the development and planning activities leading to Accreditation by Contract with the Association (see Sections II through V).

C. Acknowledgment with full awareness of the requirements of the eligibility standards as well as the standards of Accreditation by Contract as outlined in the Association's Handbook on Accreditation (see Sections II through V).

PART B: FIVE-YEAR INSTITUTIONAL PROJECTIONS

A well-conceived plan for improving institutional structure and educational effectiveness as a whole is required of the applying institution. Replies to the following areas of concern indicate the directions the applying institution anticipates undertaking within the next five years and the factors which will influence these forecasts. Development of each aspect of the institution must be considered and determined for needed change or growth. Five years is used as a moderate time frame in order to allow implementation of changes and an assessment of how they affect the overall quality of the institution.

I. Having described the current purposes and overall objectives of the institution, indicate changes and modifications expected within the next five years.

II. Project enrollment patterns and clientele distribution over the next five years specifying assumptions upon which these developments are based.

III. Describe courses, programs, degrees to be developed and implemented giving the rationale for their existence.

IV. Relate sources of funding to institutional growth and development.

V. Indicate the plans for staffing the educational programs and supportive services over the next five years. Include projections for changes in administrative staff.

VI. Project the growth of the physical plant and resources giving the reasons upon which these projections are predicated. Include projections for library acquisitions.

VII. Anticipate any changes in the governing body or structure which will have a direct bearing on institutional growth and development.

VIII. Describe the problems confronting institutional and educational development with current plans to overcome these problems; indicate any limitations which may hinder resolutions.

Five (5) copies of the Planning Document and the Catalog should be submitted to the Executive Director of the Association. One copy of each is forwarded to the Council on Postsecondary Accreditation and one copy of each is sent to the United States Department of Education. Additional copies of each as needed by members of the Review Committee, Board of Trustees, and visiting team are to be sent directly from the applying institution. Addresses of all such parties will be provided to the applying institution by the Office of the Executive Director. Only one (1) copy of the Articles of Incorporation and/or Charter is needed for the files of the Office of the Executive Director. A copy or the original of such documents must be available for examination by the visiting team at the offices of the institution.

In order for the Association to be of maximum benefit to the applying institution, it is imperative that the initial Planning Document and Application Eligibility Assessment present a true and accurate assessment of where the institution actually is in its development. At any time during the application process the Association's personnel are available to assist in clarification of procedures, standards, and criteria, or in a consulting capacity.

Incomplete applications and/or Planning Documents will be returned to the institution along with all pertinent instructions for completion within thirty (30) days of the date of receipt by the Association.

To this point, upon completion of the Application Eligibility Assessment and the Planning Document, the institution should have a better view of "where it is" in its current development and "where it would like to be" in the near future. Through the Association's Accreditation by Contract procedures the institution can achieve its goals while increasing benefits to itself and its clientele.

Upon examination of the information submitted within the above documents, the Association determines whether or not an institution is ready for an on-site evaluation. The Association bases this determination on an individual assessment of the applying institution with emphasis on the current position and the stated objectives of that institution.

The applying institution is notified of the Association's decision after careful evaluation of the information submitted. For those institutions pursuing Correspondent or Candidate for Accreditation status a favorable response from the Association at this point means that the institution must decide if it wishes to proceed with the initial on-site evaluation. For institutions pursuing Accreditation Status a favorable decision from the Association means that work on the Action Plan should begin (see Sections IV and V). A negative response from the Association allows the applying institution to review the reason(s) for rejection of the application documents. Institutions wishing to request reconsideration of Association decisions must file such requests in the manner prescribed in Appendix F.

THE INITIAL ON-SITE VISIT

Within ninety (90) days following the filing and acceptance of application documents pertaining to the appropriate status, a team of qualified evaluators will be appointed by the Commission to make an on-site visit to the institution if the institution has indicated that it wishes to proceed in the accreditation process. The purpose of the on-site visit is to allow the Association, through its representatives, an opportunity to: observe the institution in operation; determine the extent to which the institution's Planning Document (and Action Plan if Accreditation status) coincides with actual practice; identify any observed strengths, weaknesses, and potential problem areas which may have been overlooked by the planning committees; and provide constructive input in the form of suggestions and recommendations into the long-range planning process.

Fees for this visit are dependent on the accreditation status the applying institution is seeking (see Appendix C). Immediately prior to the on-site evaluation visit, the Office of the Executive Director bills the institution accordingly. In no case should the applying school pay hotel or other expenses for the team members as these are covered by the visit fee.

The Visiting Team Members

The Association attempts to meet the needs of a wide variety of postsecondary institutions; consequently, information contained in the various documents of the Application assists the Association in determining the number of evaluators to be appointed, the expertise necessary for the composition of the visiting team and the selection and appointment of the visiting team members.

The evaluation team for the initial on-site visit is appointed by the Commission and shall consist of no less than three (3) qualified members who are trained in the application of criteria, standards and procedures in an appropriate manner. The chairperson of the visiting team shall in all cases be a representative of a member institution or may be a member of the Board of Trustees of the Association. The team shall include at least one person who is not a member of the policy or decision-making body of the Commission or the Association. The curricular nature of the institution may require that one or more team members having the necessary expertise be obtained from outside the

Association. The institution may recommend such persons from which the Commission may appoint one (1) provided that person has no prior or present association with the institution.

Visiting Team Members' Duties

Because of the potential for unlimited diversity of modes of administration, geographical location, housing, delivery, instruction, learning verification and assessment in private, nontraditional institutions, the possibilities for error, inefficiency and indefensible practices are increased manyfold. On the other hand, this same diversity makes possible many advantages via increased educational opportunity for many who cannot be served without it. However, it must be remembered that diverse approaches to education which include such modes as independent study and preparation for challenge examinations and the many logistical and philosophical assumptions of the external degree concept are more intellectually demanding of the learner, requiring more maturity and self-discipline than in the traditional modes of formal education. By the same token these nontraditional practices are more demanding of the ingenuity and integrity of the designers and developers of private, nontraditional institutions. Due to the wide range of abilities and motives of the founders of institutions which may attempt to provide a nontraditional mode of education as well as a similar wide range in individual learners who may attempt to achieve educational goals through nontraditional means, systematic mechanisms and practices for assuring and controlling validity and reliability are essential to an unusual degree.

The rapid growth of a variety of new forms of undergraduate and graduate education has posed difficulties for those who must judge such programs. On the one hand to judge new and innovative programs, frequently developed for special groups of people, solely in comparison to established and orthodox programs could very well penalize interesting and valuable new efforts. On the other hand, not to attend to historical indexes of quality and purposes of postsecondary education could dilute and distort the significance of advanced study. This statement is an attempt to avoid either of those two extreme postures.

The Association must be reasonably certain that the educational opportunities provided by member institutions are in fact what they are purported to be and that the mechanisms for ascertainment of the validity of learning opportunities are consistent from the evaluation of one institution to that of another.

The procedures and mechanisms for assuring and controlling validity and reliability as outlined here are merely the beginnings of a self-monitoring system inherent in the concept of accreditation which must be continually reviewed and strengthed as they are implemented. Continual review of the team members' duties occurs through in-service training of assigned visiting team members, prior to and during on-site evaluations, and formal workshops conducted as components of the annual meeting. By review of the evaluation criteria, standards and team members' duties, the Association promotes reliability and validity within its own constituency.

Prior to the On-Site Visit

The chairperson of the team sets the dates for the visit in consultation with the institution and the other members of the team. The chairperson also arranges hotel accommodations for the members of the team. He may do this through the institution, Association, or directly after he has ascertained the travel plans of the other team members.

The chairperson of the evaluation team normally sets a tentative schedule for the team in advance of the visit. The chief administrative officer of the institution will be informed of the desired schedule and will be asked to make the appropriate arrangements. The chairperson should also make provisions to visit with the staff of the appropriate state coordinating agency. Preceding the visit, the individual team members must be responsible for:

1. A thorough examination and understanding of the Handbook on Accreditation as prepared by the Commission on Postsecondary Education for the National Association of Private, Nontraditional Schools and Colleges including:
    a. all of the Association's eligibility criteria and standards;
    b. all guidelines and procedures for institutions making application for an accreditation affiliation; and
    c. elements, standards and procedures required for the development of an institution's Planning Document and Action Plan (see Sections II through V).
2. The institution's complete application documents should be thoroughly examined and understood with particular attention to the specific aspect of that institution for which the team member has been requested to examine.

Prior to the first day of the visit, usually the evening before, the team will meet to discuss plans for the evaluation; that is, how they wish to divide the work, whom and what they especially wish to see, and what initial questions they wish to raise. In this initial session the on-site visit is planned so as to address the nine (IX) eligibility criteria firsthand as they relate to the institution's development. The most thorough and efficient use of time possible is essential to accomplish this purpose of the visit.

During the On-Site Visit

When the team arrives at the institution, it is customary to meet with the chief administrative officer and his staff to set the stage for the visit and to discuss the program of the institution. The team members will probably wish to begin their interviews with individual administrative officers and faculty members. They will ordinarily arrange for conferences with, among others, the director of learning resources or library services, the chief student personnel officer, department heads, division chairmen, etc., chief fiscal officer, a representative group of faculty members and students, and representatives of the board of control.

It is recognized that, for many newly established institutions, a full complement of faculty and administrative staff may not have been appointed. Before leaving the institution, the team will meet with the chief administrative officer and his staff to report its findings and to check the accuracy of facts and judgments.

The nature of an applying institution's administrative mode, geographic location(s), distribution of learning centers and/or external/adjunct/tutorial staff members, or other aspects of a unique delivery system may require that an "on-site visit" be, in fact, a dispersal of evaluating team members to assigned functions at respectively allocated locations following an initial planning session. Such a decentralization of functions may also require that on-site evaluations of these various functions be dispersed and/or staggered over time rather than occurring all within the same two-to-three day period.

Besides evaluating a particular area of interest to the team member, he or she must also look at the institution as a whole. To do this, a team member should thoroughly examine the following areas as they pertain to the institution:

1. educational and administrative facilities
2. advisement and instructional procedures
3. instructional and examination materials
4. degree program structure and requirements
5. self-assessment procedures
6. record-keeping procedures

7. admissions' policy and procedures
8. student follow-up studies and responses
9. follow-up to student record requests
10. provisions for student services
11. fiscal policy, procedures, and overall financial conditions.

During the on-site evaluation period it is expected that the team members will effectively interview: governing board members; administrative staff members; clerical staff members; instructional/advisory/counseling staff members; students; the fiscal officer; and random former students. (NOTE: Interviewers' guidelines and proposed evaluation questions may be found in Appendix D.)

It is imperative that each team member keep an accurate and detailed recording of facts and figures pertinent to the specific assignment given to that visiting team member.

Subsequent to the On-Site Visit

Upon completion of the initial on-site visit, each team member should complete a written report of his assessment of the institution based on the following format.

I. Things being done well at the institution

   A. Desirable elements which make these areas good
   B. Ways in which these positive things may be adapted to other subject areas

II. Things achieved on a less desirable level

   A. Problems of implementation, administration; student reaction to problems
   B. Inappropriate financing
   C. Cite the particular problem, if one exists, for each area of concern
   D. Identify the group that is or should be responsible for improving that program

III. Things not done which should be

   A. State particulars which should be enacted and whether each is a general or specific requirement for this type of institution
   B. Identify person or group who should be responsible for implementing this change
   C. Specify when these changes should take place
   D. Consider ways to measure success of changes

IV. Things not done which perhaps will not, cannot, or should not be done

- A. State reasons for inapplicability at this time
- B. If these conditions are neglected will students suffer?
- C. Would implementing these changes be beneficial to the students? Institution?

With respect to the team member's own area of expertise, the report would include: (1) a brief introductory description of the area concerned; (2) strengths of the present program; and (3) weaknesses, concerns, and questions relating to the present program.

Within the individual team member's report should be the following recommendations for consideration by the institution's personnel:

1. Recommendations that can be carried out immediately.
2. Recommendations that can be carried out in the near future.
3. Recommendations that can be carried out through long-term planning.

The individual reports for each team member should be submitted to the chairperson of the evaluating committee in conjunction with each team member's Validity and Reliability Assessment of Policies, Procedures, and Standards form (see Appendix E). When all reports and forms have been submitted, the chairperson will in turn present them to the Commission on Postsecondary Education for a final review.

Materials which have been prepared by an applying institution as a supplement to the application documents and which have a bearing on the consideration or reconsideration of the application must be submitted to the Commission office no less than thirty (30) days in advance of the annual meeting or other meeting at which the application is scheduled for a review.

The Report of the Initial On-Site Visit

Following the on-site visit an evaluation report of the institution is prepared by the visiting team. The report usually will not be a lengthy document. The focus and format of the report will be on an assessment of the institution's planning and its current stage of development in terms of the eligibility standards within each of the nine initial criteria. The applying institution's potential for implementing the Association's instructional improvement process within the appropriate time frame is of major consideration in the evaluation report.

Consequently, the evaluation team visit and the subsequent report of the visit should be of a frank and constructive nature. The time of the evaluators and that of the institution is wasted if the team glosses over or ignores problems. It should set forth the limitations and difficulties which the institution is experiencing, the institution's plans for overcoming said impediments, and suggestions and recommendations of the team which may be of benefit to the institution during its further development. A report which indulges in bland, innocuous observations and nonconstructive criticisms serves no useful purpose and is of no help to the institution or the Association.

In the concluding portion of the on-site visit report a recommendation is to be made to the Commission for approval or denial of the institution's application. The recommendation must be substantiated with a specific listing of strengths and/or weaknesses or deficiencies as determined by the visiting team.

The chairperson of the team assumes the responsibility for preparing the report. After consultation with the other team members, the chairperson forwards the draft of the report to the chief administrative officer of the institution for correction of factual errors only.

The chief administrative officer will have an opportunity to submit a written response to the judgments of the evaluation team. From the corrected draft, the chairperson prepares the report and forwards it to the Office of the Executive Director for duplication and distribution. The Office of the Executive Director, in turn, forwards copies of the report to the chief administrative officer of the institution. Wide distribution of the report within the campus community is strongly encouraged. At this point the chief administrative officer of the institution is invited to submit a written response to the report for use by the Review Committee.

Copies of the report are also forwarded to the members of the evaluating team and to each member of the Review Committee. The chief administrative officer of the institution, other instructional representatives whom he may designate, and a member of the visiting team, preferably the chairperson, are invited to meet with the Review Committee to discuss the report. The Review

Committee submits its recommendation to the Executive Board of the Commission. The Executive Board studies the recommendation of the Review Committee and forwards its recommendation to the Board of Trustees of the Association for final action.

The Office of the Executive Director then notifies the institution of the Association's decision with a specific statement of the reasons for any adverse accrediting action and notice of the right to appeal such action. Institutions wishing to request reconsideration of Association decisions must file such requests as set forth in Appendix F.

For institutions having achieved the pre-accreditation status of Candidate for Accreditation, work on the Action Plan becomes the next step in the Accreditation by Contract process.

The Annual Report

Institutions in Correspondent or Candidate for Accreditation status are required to file an annual report with the Commission office on or before May 15th of each year. The Annual Report must also be filed by institutions applying directly for Accreditation status if their application process exceeds one (1) year. The Annual Report should contain:

1. The most recent financial report prepared by a Certified Public Accountant;
2. Current statistical information (number of students enrolled, numbers and types of degrees conferred by discipline, etc.);
3. Developments in the areas of concern previously noted in the on-site evaluation report (if applicable) or by the Commission or its representatives;
4. An itemized commentary of the institution's continued development, maintenance, and refinement of all standards within the IX Eligibility Criteria;
5. (If Candidate status or applying directly for Accreditation status) Commentary on new programs, future plans, progress and other developments in accordance with contract standards for the appropriate stage of the institution's pre-accreditation period.

NOTE: The Annual Report should be concise and not more than ten to fifteen pages in length.

Fees

Institutions applying for or having been granted an accreditation affiliation with the Association are subject to the fees as provided in Appendix C.

Biennial Visit

Institutions achieving the status of Correspondent or Recognized Candidate for Accreditation are required to have an on-site evaluation visit every two (2) years while in such status. The evaluation team prepares a Biennial Visit Report of the institution's actual development and operation in relation to continued maintenance of the eligibility criteria and standards and a given stage of the Action Plan's elements and standards (if Candidate) or in relation to its application documents and meeting the eligibility criteria and standards (if Correspondent). The Biennial Visit Report is to be considered by the Commission or an appropriate committee of the Commission.

Consultants are available on a fee basis to assist institutions as they progress toward accreditation. A formal request must be made by the applying institution to the Office of the Executive Director of the Association for such consultant service to be provided. Appendix C provides the fee for such service.

SECTION IV

THE ACCREDITATION CONTRACT:

STANDARDS FOR DEVELOPMENT

PART II:

The Accreditation Contract

Institutions having met the IX Eligibility Criteria with a favorable on-site evaluation report, and thereby having been granted the pre-accreditation status of Recognized Candidate for Accreditation or institutions applying directly for Accreditation status in the NAPNSC are required to begin development of their individual Action Plan. However, prior to developing the Action Plan, the decision making body of the institution should complete and return the Accreditation Contract form (see Appendix G). This form outlines the basic points of the agreement between the Association and the institution. The Action Plan provides the detailed improvement process for meeting the conditions of the Accreditation Contract.

Specifics of the Action Plan

For institutions in Candidate status the minumum pre-accreditation period of three (3) years allows an institution to devise an Action Plan which is exclusively relevant to that institution. Presented below is an outline in annual stages of the standards which an institution in Candidate status should be able to identify, implement and assess. Annual stages are given here merely as a suggested time frame. Whatever time deadlines and institution imposes upon itself are optional, however, the Action Plan results are compulsory. The curricular qualities of the developing institution must be represented in the contract document as present, standard realities of that institution. In order to insure that the educational programs offered by the Association's member institutions are of an acceptable quality standard (equivalent to comparable, similarly identified programs offered by institutions accredited by agencies or associations recognized by the U.S. Department of Education and COPA) each of the accreditation contract elements presented in this section is accompanied by sample guideline information for response (SGR) of the type that is required for each component of the elements. Section V offers a constructive discussion of how to proceed to meet the elements of the Action Plan.

STANDARDS FOR ACTION PLAN DEVELOPMENT

First Year of Pre-Accreditation:

1. Identify the students to be served. The institution must provide the following information regarding the students the institution is presently serving:
   A. Profile the age range and age groupings of the institution's present clientele.

      SGR: A line or bar graph representation of age range and age groupings of the student body can provide a visual profile of the age structure of students served.

   B. Profile the geographical distribution of the present student body including city, state and/or nation of current residence.

      SGR: Bar graphs constructed to show a) principal cities, b) states, and c) foreign countries represented by the student body can illustrate the institution's geographical sphere of influence and drawing power. Such graphs can be augmented by maps showing a symbolic distribution of students.

   C. Characterize the institution's present student body as to:

      1) level of education
      2) kind(s) of previous education (previous degrees, types of learning environments)
      3) past and present occupations (employment histories)

      SGR: 1) A table or visual graph can serve to characterize an institution's student body as to the level of education.
      2) A comprehensive spectrum of kinds of educational backgrounds of the student body can be portrayed both verbally and geographically by definitively captioned bar graph or histogram.
      3) A detailed graphic representation showing the two factor pattern of past and present occupation can provide meaningful information about the sector of the population being served and the career advancements and changes being made by the institution's clientele.

2. Identify the educational needs of those students presently being served as follows:

   A. Survey vocational and avocational interests, aspirations and aptitudes of the student clientele

      SGR: Provide valid, systematically generated information reflecting the vocational and avocational interests and the voiced aspirations and demonstrated aptitudes of students, all of which provide the basis and rationale for the levels and academic-professional-technical orientations of the institution's learning programs.

   B. Survey and acknowledge the prevailing business, professional or vocational/technical job market as well as projected changes in these fields as they might affect the educational needs of students.

      SGR: Present current, valid data to portray the job market in each of the business, professional or technical fields for which the institution has preparatory degree programs. Include projected job market changes based on the most currently available information. Make this data available in a meaningful graphic manner which will facilitate the perception and judgment of evaluating team members as to the relevance and sensitivity of the institution's learning programs to present as well as changing conditions.

   C. Determine the amounts and kinds of program structure, flexibility and procedure through which the identified student body can most effectively learn.

      SGR: Provide evidence to indicate that the institution has investigated, experimented and ascertained (1) the optimum structures for its academic and professional/technical disciplines, (2) the optimum diversity of approaches to learning, and (3) the optimum systems of delivery, all of which can be shown to assure efficient, satisfying and useful learning.

   D. Determine the most effective kinds of instruction and learning assessment.

      SGR: Prepare explanations of the kinds of guidance, advisement, and instruction as well as the kinds of assessment of learning outcomes, all of which have been found to be the most effective for the student clientele served by the institution. Provide evidences of these kinds of instruction and learning assessment which have been functioning in place and in effect for the institution for examination by visiting evaluating team members.

E. Determine the institutional accommodations required to avail the needed education in accordance with the varying life-styles, learning-styles, ages, places of residence, and family or employment responsibilities.

SGR: Ascertain and give explicit explanation of the literary, human, and experiential learning resources which have been found to best accommodate the diverse circumstances of the students served.

F. Determine the optimum combinations of independent study and group instruction for the students served. This may need to be done on an individual student basis.

SGR: Describe the mode(s) of independent study, group instruction/learning situations and combinations thereof found to be most effective by the institution and make available tangible evidences of their effectiveness.

G. Determine the optimum availability of both material and human learning resources.

SGR: Provide empirical evidence of the institution's determination of the availability of all needed learning resources.

H. The form and extent of counseling service provided by the institution will vary with its size, the nature of its delivery systems, assessment design, and learning programs. In all cases counseling should be tailored to individuals with capable counselors and advisors readily available to address academic, personal, and vocational problems with the student.

SGR: A description of the counseling service should include:

1) facilities provided for individual and group counseling and testing;
2) specific assistance for students in registration, individual curriculum planning, contracting, and familiarization with academic standards and degree requirements;
3) special counseling for particular student groups;
4) duties and functions of all professional staff who conduct the counseling, advisory, and diagnostic testing services.

3. Identify the general institutional goals. The institution must establish, by outline and/or description, its present mission as a composite of institutional goals which are currently being realized.

   A. The institutional goals may be grouped by kind, arranged by priority, or presented in some other way which is meaningful and functional to the institution.

      SGR: A narrative description or listing of descriptive paragraphs may characterize the institution's philosophical orientation best with a hierarchical arrangement of stated goals.

   B. Institutional goals must characterize and set apart the institution with a discrete identity giving indication of responsiveness to a special student clientele whose educational needs should be met.

      SGR: The institution's unique self-perceived role should be reflected in these goal statements.

   C. These goals should not only set forth the institution's present mission but also plot a concerted direction of future institutional development.

      SGR: The institution's present philosophical mission and anticipated direction might best be characterized with specific examples of kinds and levels of learning program offerings contemplated with a projected time line of expected development.

4. Identify the programs, practices, and services which are necessary. The institution must provide a definitive and detailed outline of the programs, practices, and services which are presently being implemented in order to realize its general institutional goals as follows:

   A. Indicate the degree levels and define the academic scope of all programs which are required and currently provided.

      SGR: A definitive chart may be prepared to give a detailed account of learning programs offered with the discipline(s) and degree level(s) reflected.

   B. Describe the teaching/learning practices and activities peculiar to each program implemented.

      SGR: Special learning activities which are unique to given programs as a function of the level and/or discipline can be described in detail.

C. Describe the student services presently provided to facilitate the institutional goals, such as:

1) transcript evaluation
2) maintenance of student records
3) sending of transcripts
4) procuring or recommending living quarters to students, if needed
5) placement
6) student orientation
7) food services
8) health services
9) student insurance
10) legal services
11) alumni information

SGR: Samples, forms for, or documented results of student services such as listed above can be arranged in a portfolio with an attending item-by-item critique, explanation, or other commentary.

5. Identify the general goals of each program as related to institutional goals. This step requires that each program offered be examined and related to the mission of the institution in terms of general goals. Included in the response should be the following:

A. Systematic reference for the relation of the goals of each program offered to specific occupational and professional areas of specializations for which the given program prepares a student academically.

SGR: The general goals by each academic or professional/technical learning program offered should be definitively outlined as determined through investigation by the institution to ascertain current overall content needs in the degree fields offered, e.g., for what occupation or profession does a degree program give appropriate and adequate preparation?

B. Systematic presentation of those goals of general academic competency in which persons completing each given program are expected to have adequate knowledge and skill.

SGR: As an extension of "A" above, delineate general goals as competencies for each learning program offered, e.g., a doctoral program in Education (Ed.D.) in the field of Curriculum and Instruction will call for a general goal of competency in educational tests and measurements as just one element within several required competency areas. Since a competency is generally regarded as a combination of capacities including knowledge, skills, attitudes and insights adequate to perform a given task in a given occupation or profession, it follows that achievement of a competency goal will be facilitated through achievement of several subordinate, explicit performance objectives (to be explained and illustrated further in Element #6 below with examples for educational measurement, statistics and research design as competency areas in an Ed.D. program in the field of Curriculum and Instruction).

C. A systematic accounting of the required procedures for attainment of goals in each academic program.

SGR: Describe the institution's developed procedures to assist students in their achievement of goals of competency comprising each program offering.

Second Year of Pre-Accreditation:

During the second year of pre-accreditation status, the criteria imposed stress the skills and knowledge developed within the cognitive, affective, and psychomotor domains. For detailed information on the specifics of these domains the following references are suggested:

Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Classification of Educational Goals, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

Norman E. Gronlund, Stating Behavioral Objectives for Classroom Instruction (New York: The MacMillan Company, 1970).

Anita J. Harrow, A Taxonomy of the Psychomotor Domain, A Guide for Developing Behavioral Objectives (New York: David McKay Company, Inc., 1972).

David R. Krathwohl, et al., Taxonomy of Educational Objectives, A Classification of Educational Goals, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962).

W. James Popham and Eva L. Baker, Establishing Instructional Goals (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970).

6. Identify the specific measurable objectives of each offering within each program. The institution must present a comprehensive, logically structured hierarchy of measurable learning outcomes designed for each program offered in accordance with the following classification:

   A. Knowledge

      1) Present an aggregate of knowledge and related learning outcomes (cognitive) required in each program offered.

      2) Classify each knowledge outcome as to the specific cognitive performance required and a qualification of the selected, representative condition(s) expected or possible to prevail during the rendering of that performance.

   SGR: See SGR for Element #6C.

   B. Attitudes

      1) Present an aggregate of attitudes and related learning outcomes (affective) required or held to be desirable in each program offered.

      2) Classify each attitudinal outcome as to the specific affective results which are regarded as desirable and enriching dimensions of learning with qualifications of the conditions deemed likely to prevail during the occurrence of those affective results.

   SGR: See SGR for Element #6C.

   C. Skills

      1) Present an aggregate of skills and related learning outcomes (psychomotor) required in each program offered.

      2) Classify each skill outcome as to the specific psychomotor performance required with a qualification of the selected, representative condition(s) expected or possible to prevail during the rendering of that performance.

SGR: Develop within each competency area comprehensive sets of explicit, measurable-assessable performance objectives which are subordinate to and which facilitate achievement of the overall goals of competency in that area. The competency areas of measurement, statistics, and research design are used below merely as examples. A small sampling of exemplary performance objectives is presented within each of those three competency areas to illustrate the commonly accepted components of performance objectives which are (1) performance, (2) qualified conditions, (3) level of proficiency, and (4) mode of demonstration. If the level of proficiency is not specified quantitatively then its qualitative description must be incorporated in the performance description and may be assumed to be 100%, or all that is described. The relative emphasis of the cognitive (C), affective (A), and psychomotor (P) domains of learning in each objective is indicated by the appearance and order of those letters in the margin opposite the objective. The symbol appearing first indicates the learning domain given the dominant emphasis in that objective. There is no suggested ideal of combination, proportion, or "balance" of learning domains in educational performance objectives although it is generally agreed that cognitive learning tends to dominate in most structured postsecondary learning programs.

CURRICULUM & INSTRUCTION

(Measurement)

Domain(s)	Performance, Conditions, Proficiency and Demonstration Component(s)
C	Identify and apply the functions of the difficulty and discrimination indexes as measures in item analysis for the interpretation and improvement of teacher-made tests. Demonstrate competence through computation and interpretation with detailed descriptive writing as needed.
C	Explain and demonstrate the relationship between test item difficulty and overall test reliability coefficient. Demonstrate competence through detailed descriptive writing with computation and interpretation as needed.
C,A	Compare and discuss strengths and weaknesses of essay test items and mutiple-choice test items. Demonstrate competence through detailed descriptive writing with outlining and examples as needed.

Domain(s)	Performance, Conditions, Proficiency and Demonstration Component(s)
C,A	Analyze the advantages of (1) writing short-answer items, (2) writing matching items, and (3) writing true-false items in the development and administration of teacher-made tests. Demonstrate competence through detailed descriptive writing with outlining and examples as needed.
P,C,A	Design and construct an oral examination with specified criterion measures and performance conditions that are essential to permit determination of valid, reliable and minimally acceptable performance. Plan and arrange for equipment needed to make an accurate recording of that oral performance. Demonstrate competency through detailed descriptive writing with outlining, listing, examples and graphic illustration as needed.
A	Select specific content items for construction of a teacher-made test. Demonstrate competence through listing with examples and interpretation as needed.
A,P,C	Apply the test-retest and split half techniques for obtaining an estimate of test reliability using the same teacher-made examination. Demonstrate competence through computation with detailed descriptive writing and interpretation.
P,A,C	Demonstrate graphic representation of pre- and post-test results from a teacher-made test through construction of two superimposed frequency polygons. Demonstrate competence through graphic illustration and interpretation.

CURRICULUM & INSTRUCTION

(Statistics)

C	Identify and discuss the concept of the statistic as opposed to the parameter. Demonstrate competence through detailed descriptive writing with examples and interpretation as needed.

Domain(s)	Performance, Conditions, Proficiency and Demonstration Component(s)
C,P	Explain the concept of frequency distribution of scores or other educational measures. Demonstrate competence through diagramming or other graphic illustration and detailed descriptive writing.
C,P	Compare and analyze the differing purposes of frequency polygons, bar graphs, and pie diagrams explaining their diverse capacities to represent data graphically. Demonstrate competence through graphic illustration and detailed descriptive writing with examples and interpretation as needed.
C,P	Perform an analysis of the proportional makeup of the theoretical normal probability curve with the corresponding distribution of the basic standard (Z) score. Demonstrate competence through graphic illustration and interpretation as needed.
C,P,A	Design, construct and interpret a scatter diagram as a double entry table for graphic representation of X and Y scores for the purpose of determining the coefficient of correlation between the X and Y variables (product moment r). Demonstrate competence through graphic illustration, computation, and interpretation with the formula: $r = \frac{N\Sigma X Y - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$ using data of your own supply.
A,P,C	Given data consisting of interval scale measures derived from three differing conditions (A, B, and C) to which sixty (60) human subjects were exposed (20-A, 20-B and 20-C) consider the question of the parametric or nonparametric nature of this problem and select and apply the appropriate statistical test(s) for significance of difference(s) that may exist before and after the exposure as well as between the A, B and C groups. Make your selection from t, f and X^2 tests. Demonstrate competence through diagramming and other graphic illustration as needed with detailed descriptive writing giving your rationale for your selection(s).

Domain(s)	Performance, Conditions, Proficiency and Demonstration Component(s)
A,C,P	Apply your valuing and understanding of the "power of a statistical test" through the selection of the most appropriate confidence level (alpha level) for a given statistical test (t) of difference between two sets of scores (N=100 + 100) with a consideration of avoidance of either type I or type II errors, or both. Demonstrate competence through detailed descriptive writing, interpretation and diagramming or other graphic illustration as needed.
C,P	Demonstrate your comprehension of the concept and derivation of appropriate degrees of freedom (df) in the application of a given statistical test and the use of the table of statistical values for that test. Demonstrate competence through simulated performance with examples, computation, and detailed descriptive writing.

CURRICULUM AND INSTRUCTION

(Research Design)

C,P,A	Identify and discuss the characteristics of the major research designs including: a) experimental group-control group (randomized and matched subjects) b) before and after control group (pretest/post-test) c) simulated before-after, randomized d) three-group, before-after e) four-group, before-after (Solomon) f) compromise experimental group-control group g) longitudinal time design with a consideration of the strengths and disadvantages of each. Demonstrate competence through detailed descriptive writing, listing, outlining, and examples as needed.
C	Explain the differing purposes and applications of methods of data collection including: a) objective tests and scales b) projective methods c) sociometry d) the semantic differential e) Q methodology Demonstrate competence through detailed descriptive writing with outlining and listing as needed.

Domain(s)	Performance, Conditions, Proficiency and Demonstration Component(s)
C,A	Compare and discuss the advantages and weaknesses of: a) the mailed questionnaire b) the research interview c) observation systems as methods of obtaining data in behavioral research. Demonstrate competence through detailed descriptive writing with outlining and examples as needed.
C	Analyze the concept and components of the problem statement as it relates to the formal research (null) hypothesis and explicit performance objectives, all as applied to behavioral studies. Demonstrate competence through detailed descriptive writing with diagramming, examples and interpretation as needed.
C,A,P	Design and construct a research proposal with the essential components of: a) introductory background statement b) problem statement c) hypotheses d) appropriate research design e) appropriate research method(s) f) statement of limitations g) definition of terms and symbols h) working bibliography and other authoritative sources Demonstrate competence through detailed descriptive writing with outlining, listing and diagramming as needed.
A,C	Select appropriate methods of research for application to eight (8) hypothetical research problems of your own description from the following: 1) historical 2) descriptive 3) developmental 4) case and field study 5) correlational 6) causal-comparative 7) experimental 8) action research

Domain(s)	Performance, Conditions, Proficiency and Demonstration Component(s)
	Give your rationale for selection and application. Demonstrate competence through detailed descriptive writing with outlining as needed.
A,C	Apply the concept of the interview schedule with carefully planned elements of this technique of data collection to a hypothetical research problem of your own definition. Demonstrate competence through detailed descriptive writing with outlining and interpretation as needed.
C,P	Demonstrate your understanding of the concept and importance of the independent variable through identification of its relative position in the major empirical research designs. Demonstrate competence through diagramming and other graphic illustration with detailed descriptive writing and examples as needed.

As a suggestion in developing performance objectives, it is worthwhile to develop a demonstration component code which allows for reference as well as expediency, for example:

DEMONSTRATION COMPONENT CODE

AP = Actual Performance
C = Computation
Con = Construct/ion
DDW = Detailed Descriptive Writing
Def = Define/Definition
Des = Design
Dg = Diagramming
Dn = Designate/Designation
Dr = Drawing
E = Examples
Exp = Explain/Explanation
GI = Graphic Illustration
GRP = Group Role Playing
I = Interpretation
IRP = Individual Role Playing
L = Listing
La = Labeling
O = Outlining
Sel = Select/ion
SP = Simulated Performance
St = State/ment
VI = Verbal Illustration

et cetera

7. Relate the specific objectives to the program goals. This requires that each specific measurable objective be examined and defended as being essential, related to and supportive of its respective general program goals. The response must include:

   A. Systematic reference for the relation of the specific objectives of each offering to the program goals pertaining to the occupational and professional areas or specializations for which the institution provides academic preparation.

   SGR: A rationale for each performance objective can be traced for its relevance to the institutional program goal which in turn is established expressly for its relevance to specific occupations and professions, of which required competencies have been carefully researched and established by the institution.

   B. Systematic presentation of each specific measurable objective as an essential structural component of its respective academic program goal.

   SGR: Each performance objective can be shown graphically as an undergirding, structural component forming the content and process baseline of an hierarchical pyramid supporting its respective competency goal(s). Competency goals can then be shown as midpoint, structural components supporting their respective program goal(s) as an apex.

   C. Systematic defense of each specific measurable objective as to its compatibility with the required procedures for attainment of its respective program goal.

   SGR: Each performance objective should be considered in terms of its real, feasible achievement as it may be facilitated through required procedures designed and implemented by the institution, e.g., how is the performance validated?; how are the conditions determined?; how is the minimally acceptable proficiency established?; how is the demonstration to be communicated?; how are all of these functions to be served by the advisors, instructors, evaluators and other faculty members of the institution?

8. What resources are required? What resources are presently available? What resources are needed?

   A detailed, carefully researched accounting of all learning resources regarded as essential, those resources which have been obtained or arranged for current use, and those resources which have yet to be obtained, must be provided as follows:

A. What kinds or types and to what extent of additional or outside involvement?

1) Present a detailed, descriptive listing of the types of resources - material, instructional, written, and facility - that are (a) essential, (b) presently available and in use, and/or (c) yet to be provided.

2) Present a descriptive listing of the kinds of resource persons that are (a) deemed essential, (b) presently employed or otherwise retained for service, and/or (c) yet to be provided to the student.

3) Characterize each of the physical and human resources as categorized above by its geographical remoteness, proximity to, or location within the institution's central administrative offices.

SGR: Design a graphic presentation of all required physical and human resources reflecting their usefulness as they are organized and intended to facilitate the flexible time and space character of nontraditional educational programs.

B. Who are the present personnel?

Provide an updated resume of each learning resource person presently associated with the institution including all full-time, part-time, internal, and external persons.

SGR: All resumes should be categorized as grouped above and should include academic and experiential background of each individual as well as updated address and phone number.

C. What are the present facilities?

Provide documentation of the ownership, lease, rental, or other agreed upon arrangement of all administrative and learning facilities currently in use whether central to, proximate to, or remote from the controlling operation of the institution as they relate to the students' educational goals.

SGR: Documentation of all present facilities used may be accomplished by including copies of legal deeds, lease agreements, and other legal (formal or informal) arrangements. Such documentation may be grouped according to location as indicated above (i.e., central, proximate, or remote).

The rationale for the use of these facilities, attesting to and compatible with the students' objectives, should be included with the above documentation.

D. What is the present funding?

Provide a current audit of all income and expenditures entailed in the support of the human and physical resources presently in use. What funding is needed and/or anticipated but yet to be obtained?

SGR: The audit presented should be designed with sufficient specificity to make comparisons of itemized allocations of the institution's financial resources between institutional physical and human resources such as:

1) capital outlay facilities and rented/leased facilities
2) internal/central facilities and external/decentralized facilities
3) internal/central staff and external/decentralized staff
4) full-time staff and part-time staff
5) administrative staff and instructional, advisorial, or other academic staff.

Present and anticipated funding for each of the kinds of comparisons as listed above should be an additional dimension of such an audit.

Third Year of Pre-Accreditation:

9. What are the general standards and conditions which must be met for all degree programs offered?

A member institution in the status of Recognized Candidate for Accreditation for the minimum period of three (3) years and having developed its operating procedures, delivery systems, physical facilities, administrative and faculty (human) resources, and learning programs for all degrees offered, is required to have incorporated all of the following standards and conditions into its degree programs as present, functioning realities for a period of time sufficient to have documentable evidence in the files of current as well as graduated students.

These standards must be considered as augmenting those standards within the initial eligibility criteria to invest all degree programs offered with strength and validity equivalent to comparable degree programs offered by traditional institutions.

Equivalence, within the areas of academic content and demonstrable learning outcomes of all nontraditional degree programs offered by member institutions with those same known characteristics as identified in the recommendations of the COPA project, is held to be imperative by the Association.[9]

The Association requires that degree programs offered by member institutions include these general conditions:

A. Minimum passing scores and/or other satisfactory standards of performance for undergraduate and graduate learning programs must be derived from comprehensive examinations developed by the member institution. Students shall be able to demonstrate 85 percent proficiency minimally on examinations which are criterion referenced to the pre-stated performance objectives for each course, competency area, or other learning unit covered by a given degree.[10]

B. The institution shall employ adequate,[11] qualified[12] faculty to make possible the required development of academic programs and to insure the institution's quality control of academic programs which might otherwise be relinquished to the adjunct, tutorial, or other external faculty members who may be employed by the institution.

In many instances of nontraditional learning, the needs of students as well as institutions are met most efficiently by the employment of adjunct, external, tutorial, or otherwise part-time faculty members. It is incumbent upon the adjunct faculty member to assure himself of nonconflict of interest on his part as it might affect: (a) his own total performance, (b) the institution by which he is employed full-time, (c) the nontraditional member institution by which he is employed part-time, and (d) all of his students and the quality of their learning programs regardless of which institution(s) they are a part.

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[9] Andrews, p. 124.

[10] Eighty-five percent is generally regarded as a minimal "B" grade performance for acceptable, transferable graduate credit.

[11] "Adequate" means a sufficient number of personnel (available to the student).

[12] "Qualified" means a staff member who holds an earned academic or professional degree in the discipline and at the level(s) in which advisement, instruction, et cetera is given and who has adequate professional experience in the academic field in question, as a consensus of and in the judgment of specifically assigned, qualified evaluating team members.

C. Instructional, counseling, advising, or tutorial performance and overall effectiveness of individual faculty members should be assessed periodically with criteria developed by the institution. Such criteria with institutional policy for their development and the procedures for their use should be clearly stated and made known to all faculty.

D. An adequate policy and mechanism (delivery system) to assure the essential student-advisor contact, in order to facilitate achievement of each student's program objective, must be given with definitive elaboration.

As in the qualifications for equivalence specified by the Council for National Academic Awards in London, England, graduate program qualifications should include:

1) Admissions procedure for determining if the research candidate is suitably qualified (with evidence of said qualifications)
2) Arrangement for a viable research program (or area of study)
3) Assurance of adequate supervision which is likely to be sustained.[13]

Specific attention should be given to the student's mastery of scholarly skills and a demonstration of these prior to admission. The nature of the skills and means of assessment should be carefully defined.

E. A defensible maximum student load must be given for each advisor/adjunct faculty member/tutor, et cetera with explicit and demonstrable rationale.

F. Adequate space and meeting facilities must be made available to accommodate each staff member's office and individual student conference needs without distraction.

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[13] Council for National Academic Awards, p. 32.

G. The institution's philosophy and characterization of experiential learning and its curriculum design with experiential learning credit (ELC), as they may be incorporated in each academic degree program offered, must be given through answers to the following guideline questions:

1) What are the institution's interpretations and chosen uses of experiential learning -- e.g., recognition of prior non-college or other "school" learning or preplanned, institutionally monitored learning from experience outside the school setting or other learning?
2) What is the limit (in academic credit unit equivalence) per degree program and level?
3) What is (are) the system(s) used?
4) What are the criteria used for granting "ELC"?
5) What is the institution's rationale for responses to Questions 1 through 4?

Guidelines for assessment of ELC as provided by the Task Force on Educational Credit and Credentials (1978) are adapted as follows:

1) A formal evaluation component is essential in all determinations of credit for experiential learning.
2) All considerations of evaluating and granting academic credit for learning that has taken place outside the auspices of the educational institution must be made in view of the student's educational objective and should be articulated in the context of the overall learning program as planned and monitored by the institution.
3) Evaluations of experiential learning for academic credit should be confined to those academic disciplines in which the institution has related curricula and faculty expertise.
4) The institution's formal policy of evaluation of experiential learning for academic credit must be subject to periodical reassessment by both the institution itself and the Association.[14]

The concept of credit for experiential learning is interpreted and used from two vastly different perspectives:

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[14] Jerry W. Miller and L. E. Boswell, "Accreditation, Assessment, and the Credentialing of Educational Accomplishment," Journal of Higher Education, L, No. 2 (March/April, 1979), 219-225.

1) Academic credit granted on the basis of ex-post-facto judgment of past experiences has the inherent weakness of the absence of control for the planning and design of specific educational benefits.
2) Academic credit granted for apriori planned experiences has the obvious advantage of institutional, teacher/learner involvement and control in the purposeful design and execution of a learning experience that is outside the normal confines of a traditional (campus) instructional setting.

This is not to say that the former practice cannot be done with some satisfaction as a truthful recognition of the prospective student's learning from non-college experience or that the latter practice will unconditionally assure valid learning outcomes but the difficulties and the strengths, respectively, are self-evident.

The problems and dilemmas inherent in these two applications of the experiential learning concept have been discussed at length by Willingham as critical issues in the basic requirements for assessment.[15] In either case, the deliberate application of the criteria as outlined above is essential for reasonable assurance of meaningful credit for experiential learning.

Examples of experiential learning cited by Chickering include preplanned "courses" and "individual learning contracts," each of which has two or more of the four common cyclical elements -- observation and reflection, abstract conceptualization, active experimentation, and concrete experiences.[16]

Common procedural designations or stages found in these examples include (1) students' general purposes or goals; (2) specific purposes or sub-objectives; (3) learning activities; and

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[15] Warren W. Willingham, "Critical Issues and Basic Requirements for Assessment," Experiential Learning: Rationale, Characteristics, and Assessment, Morris T. Keeton and Associates (San Francisco: Jossey-Bass, Inc., 1976), p. 225.

[16] Arthur W. Chickering, Experience and Learning: An Introduction to Experiential Learning (New Rochelle, New York: Change Magazine Press, 1977) pp. 19-41.

(4) evaluation.

A hypothetical example of contracted experiential learning in Biology embodying all of the above ingredients is given as follows:

A Field Study of Behavioral Ecology: Intensive Observation and Involvement in a Limited Natural Forest Plot Inhabited by a Variety of Indigenous Species of Lower Mammals, Birds, Reptiles, Amphibians, Insects and Other Arthropods

General Goals and Purposes:

1) Development of techniques of accurate observation and recording of native animal behavior at the beginning or in the midst of the reproductive cycle for a period of not less than forty-eight (48) continuous hours nor more than ninety-six (96).
2) Development of a field study component as a required module of learning in Environmental Biology (the advanced nature of which can be adjusted as to the area or plot size, duration, number of species observed, and/or accounting for number of variables, e.g., for bachelor's, master's, or doctoral level programs.

Objectives:

The student will:

1) establish an efficient observation station.
2) observe and record the effects of weather changes.
3) observe and record the effects of day-night-day changes.
4) observe and describe food-getting behavior.
5) observe and describe courtship behavior.
6) observe and describe territorial assertive behavior.
7) observe intra- and interspecie, interactive behavior.
8) account for interactive behavior between animals and observer.
9) observe and describe construction behavior.
10) account for overall numbers of animal organisms observed.
11) account for all serendipitous, unanticipated discoveries.

Explicit Sub-objectives:

The student will:

1) select a plot, all parts of which can be observed intimately from one point.
2) select a vantage point(s) from which all aspects of the plot can be observed.

3) prepare the observation station(s) for continuous, unobtrusive, uninterrupted observation for the duration of the study
4) describe the effects of specific, measured temperature changes from weather fluctuation on all observable species of animals
5) describe the effects of air movement changes and precipitation (if any) on all observable species of animals
6) describe all observable, behavioral events in detail and in sequence from three (3) hours prior to sunset to one (1) hour after sunset
7) describe all observable behavioral events in detail and in sequence from (1) hour prior to sunrise to three (3) hours after sunrise
8) describe all observable behavioral events in detail and in sequence from 12:00 noon to 3:00 p.m.
9) give a detailed, verbatim account of at least one instance of a predator stalking, chasing, trapping, dispatching, dismembering, and eating or storing its prey
10) give a detailed, verbatim account of at least one instance of an animal searching for, gathering, transporting, eating, and/or depositing food for storage
11) give a detailed, verbatim account of an instance or preliminary (prenuptial) courtship behavior of a lower mammal, bird, reptile, amphibian, or insect (arthropod)
12) give a detailed, verbatim account of an instance of copulation of lower mammals, birds, reptiles, amphibians, or insects (arthropods)
13) give a detailed, verbatim account of an instance of assertion of territorial rights by an insect (arthropod), amphibian, reptile, bird, or lower mammal
14) give a detailed, verbatim account of both intra- and interspecific, interactive behavior
15) project yourself (the observer) as an interacting participant with one or more of the lower animals of your selected biotic community with proffered hand gesture, verbal/oral reaction, or other signal as the situation dictates. Record the ensuing reaction-interaction elicited in verbatim detail
16) experiment with varied hand, foot, facial, or oral signals and be prepared to record, replay, and quantify elicited responses as data for analysis
17) be alert to any evidences of constructive behavior resulting in the building of domiciles, food caches, nests, egg or larval cells, passageways, etc.

18) describe and explain any observed constructive behavior with explicit detail.
19) keep an account of numbers of individual organisms observed by specie, groups by species, groups of mixed species, intraspecies interactions, and interspecies interactions.
20) be sensitive to unanticipated phenomena and be prepared to improvise ways and means of documenting findings from such discoveries and otherwise using data collected to facilitate additional insight and knowledge in behavioral ecology.

Learning Activities and Conditions:

1) Prior reading of the tentative bibliography and review of pertinent sources, including additional authorities needed to resolve specific questions following the field study, will facilitate learning.
2) The intensive, unbroken observation period itself will be a highly concentrated learning activity.
3) Recording, categorization, and analysis of data is a critically important learning activity for the behavioral scientist.
4) Improvization of field experiments can provide satisfying learning activities.
5) Manipulation of observation and recording equipment such as binoculars, spotting scope, magnifying glass, and audio tape recorder/player requires refinement of essential skills.
6) Purposeful projection of the observer into a subtle interacting relationship with small mammals and birds through oral mimicry and the replaying of recorded vocal signals can provide insights of value to understanding of animal and human behavior.

Methods of Evaluation of Overall Experience and Assessment of Learning Outcomes:

1) Essay examination criterion referenced to the explicit pre-stated objectives.
2) Carefully developed oral examination criterion referenced to pre-stated objectives.
3) Presentation, explanation, and response to questions from student peers, advisor, and graduate committee regarding collected data and all manner of recorded interactions and other information.

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A helpful checklist of questioning criteria as adapted for both ex-post-facto assessment of experiential learning and design as well as the evaluation of apriori planned learning experience is given here.

1) What prior experiences and knowledge do (did) the students bring to this experience? Have (had) they had direct experiences pertinent to this area? Have they acquired relevant information, insights, principles, concepts? Have they had opportunities to apply or experiment with pertinent concepts and principles?
2) Where is the best place to begin? Are (were) direct experiences necessary before introducing abstract principles? Do (did) students' current

or recent (prior) experiences provide a basis for starting with observations and reflections? It is best to start with basic principles or concepts that will help students make sense of prior or ongoing experiences? Is it best to start with immediate application and experimentation in order to generate direct experiences that can then provide building blocks for reflection and abstract conceptualization?

3) What kinds of experiences would be most pertinent? Are (were) direct experiences practically accessible? Are (were) there vicarious experiences available through print, pictures, simulations, artistic productions, and the like?
4) What kinds of tools or procedures for observation and reflection would be (have been) most appropriate? Photographs, recordings, written descriptions? Diaries, logs, free associations, periodic reactions? Small group discussions, dyadic exchanges, individual or group presentations?
5) What are (were) the best ways to generate abstract concepts, principles, and general understandings under the circumstances? Are textbooks and secondary sources most appropriate? Are (were) there original writings that connect (connected) more directly? Can (could) they be (have been) induced from individual students, from subgroups, or from the total group?
6) What are (were) the possibilities for application and active experimentation? Can (could) hypotheses be (have been) generated and tested through empirical research? Can (could) general principles be (have been) tested in action so that observable results are (were) obtained?
7) Are (were) there clear relationships among the direct experiences, reflections and observations, abstract conceptualizations, and applications? What activities will help (would have helped) students perceive and examine those relationships? How might written papers, metaphors, pictorial or dramatic presentations, or action plans help (have helped) create an effective integration?
8) Does (did) evaluation take account of direct experiences and active applications as well as observations, reflections, and abstract conceptualizations? Do (did) the arrangements for ongoing "formative" evaluation examine both the separate elements of the experiential learning cycle and the relationships among them? Does (did) the final "summative" evaluation examine the level of integration achieved between the concrete experiences and application and the reflections and abstract conceptualizations?
9) Can the learning outcomes resulting from this experience be verified through a challenge examination

or some other form of purposeful assessment? Can the specific, verifiable learning outcomes from this experience be incorporated into the institution's learning program as not only compatible with but comparable and equivalent to learning that is required and which might otherwise be acquired and assessed through more conventional, traditional means?[17]

Bear in mind that the users of such a criterion checklist must be sensitive to how the personnel of the institution being evaluated will perceive and respond to a searching investigation.

The quality control of ex-post-facto granting of experiential learning credit should be systematically assured through challenge examinations as an institutional function.[18] Such examinations must be researched and developed to address the specific knowledge, skills, and overall competencies required in a given area of a learning program. As stated by Meyer, at the very least "a collegiate education should consist of identifiable learning outcomes."[19]

H. Required content and structure for academic and professional degrees at bachelor's, master's, and doctoral levels are detailed below.

1) Baccalaureate Degree Programs:

An institution that has met the preconditions as required in the eligibility criteria, and that is developing its Action Plan, must provide the following specific conditions for all baccalaureate degree programs offered as a requirement for contract validation and, thereby, accreditation by the Association.

a) Adequate and appropriate general education must be accounted for as determined by validated transfer of academic credit earned by the student, or a comprehensive testing program or programs as provided through effective learning modes monitored by the institution to provide needed undergirding in:

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[17] Items pertaining to Questions 1 through 8 have been adapted from Chickering, pp. 39-41.

[18] Peter Meyer, Awarding College Credit for Non-College Learning (San Francisco: Jossey-Bass, Inc., 1975), pp. 22-23.

[19] Ibid., p. 23.

1) communication skills
2) computation skills
3) physical, life, and health sciences
4) humanities
5) social sciences

sufficient for consensus within and the positive judgment of a specifically assigned and qualified evaluating team.

b) Adequately comprehensive and balanced learning modes must be given in each academic discipline in which a baccalaureate degree program is offered in both scope and depth.

c) Adequate comprehensive assessment of learning outcomes as predicated upon specific measurable performance objectives must be given for each baccalaureate degree program offered with definitive provisions and separation of: (1) minimum acceptable competency as demonstrated through written examination performance and (2) minimum acceptable competency as demonstrated through practical application/performance.

d) A definitive characterization as to the academic or professional design and orientation of each baccalaureate degree program must be given. Such orientation should be reflected in deliberate structuring of learning modes and designed learning outcomes to stress either the theoretical research aspects of academic baccalaureate degree programs such as the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) should be, or the practitioner orientation of professional baccalaureate degree programs such as the Bachelor of Business Administration (B.B.A.), Bachelor of Music (B.M.), and Bachelor of Engineering (B.E.) should be.

2) Master's Degree Programs:

An institution that has met the preconditions as required in the eligibility criteria and that is developing its Action Plan must provide the following specific conditions for all master's degree programs offered as a requirement for contract validations and, thereby, accreditation by the Association.

a) Adequate advanced learning modes of a definitive academic scope that are dependent upon a prerequisite baccalaureate degree background for each academic discipline must be accounted for in which a master's degree program is offered.

b) An adequate independent study/research requirement must be accounted for such as thesis or project or equivalent.

c) Adequate comprehensive assessment of learning outcomes as predicated upon specific measurable performance objectives must be given for each master's degree program offered with definitive provision and separation of (1) minimum acceptable competencies as demonstrated through written examination performance and (2) minimum acceptable competencies as demonstrated through practical application/ performance.

d) A definitive characterization as to the academic or professional design and orientation of each master's degree program must be given. Such orientation should be reflected in deliberate structuring of learning modes and designed learning outcomes to stress either the theoretical research aspects of academic master's degree programs such as the Master of Arts (M.A.) and Master of Science (M.S.) should be, or the practitioner orientation of professional master's degree programs such as the Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Social Work (M.S.W.) should be.

3) Doctoral Degree Programs:

An institution that has met the preconditions as required in the eligibility criteria and that is developing its Action Plan must provide the following specific conditions for all doctoral degree programs offered as a requirement for contract validation and, thereby, accreditation by the Association.

a) Adequate advanced learning modes of a definitive academic scope that are dependent upon a prerequisite master's degree or equivalent level background for each academic discipline must be accounted for in which a doctoral degree program is offered.

b) An adequate independent study/research requirement must be accounted for such as a dissertation, project, or equivalent.

c) Adequate comprehensive assessment of learning outcomes as predicated upon specific measurable performance objectives must be given for each doctoral degree program offered with definitive provision and separation of (1) minimum acceptable competencies as demonstrated through written examination performance and (2) minimum acceptable competencies as demonstrated through practical application/performance.

d) A definitive characterization as to the academic or professional design and orientation of each doctoral degree program must be given. Such orientation should be reflected in deliberate structuring of learning modes and designed learning outcomes to stress either the theoretical research aspects of academic doctoral degree programs such as the Doctor of Philosophy (Ph.D.) and Doctor of Science (Sc.D.) should be, or the practitioner orientation of professional doctoral degree programs such as the Doctor of Education (Ed.D.), Doctor of Business Administration (D.B.A.), and Doctor of Psychology (Psy.D.) should be.

I. Assessment of Learning Outcomes

Each institution is expected to research, develop, and implement a system of assessment of learning outcomes having a diverse capacity to determine the knowledge, abilities, and overall competence of students as well as the effectiveness of the institution's learning programs. The institution's examining system should include, but not necessarily be limited to, activities such as the following:

1) written examination with diverse kinds of test items calling for both objective and subjective response;
2) oral examination covering the areas of special concentration and individual research by the student;
3) actual demonstration of special skills developed and refined through the student's completion of the learning program.

Each institution must assume the responsibility of designing its examining instruments and engineering its examination conditions so as to insure the integrity, validity, and security of the assessing process and to preclude improprieties on the part of the examinees and internal test adminstrators as well as external examination proctors.

J. Access to library, auxiliary facilities for technical and creative improvisation, and other learning resource centers such as computer facilities must be available commensurate to the research needs of each academic degree program level as offered. Further elaboration by degree level is given below. No matter how far removed the student may be from the institution's central operating base geographically, the institution must both require and facilitate the arrangement of adequate library and other learning facilities as needed through approval forms or other sanctioning mechanisms designed by the institution for response of the available learning center or resources nearest to the student.

1) Baccalaureate degree programs will require access to adequate library resources of a comprehensive nature availing academic texts in a sufficiently broad selection in various academic fields to meet the student's need in his or her major academic subject. Laboratory facilities, certain practical equipment, or somewhat specialized learning paraphernalia may need to be arranged for by the student and sanctioned by the institution.
2) Master's degree programs will additionally require access to academic and professional journals, such resources as the Education Index and other professional and academic indexes and a library participating in such retrieval systems as inter-library loan and ERIC. An instructional media center and computer services may be required at the master's level for technical or creative improvisation or data treatment as needed to complete independent study, research projects, or theses.
3) Doctoral degree programs will additionally require access to dissertation abstracts and other comparable retrieval systems for availing current, specialized, advanced research findings. The practical or theoretical orientation of the doctoral candidates' independent research project or dissertation requirement will dictate

the need for use of local facilities for government, business, the arts, or professions for practical or prime source data. Treatment and analysis of quantified data at this level will require adequate computer service sufficient to handle the results of sophisticated research designs of doctoral dissertations. Specialized materials and equipment may be required to create apparatus as dictated by the nature of the problem(s) of experimental research.

K. Specific identification of all personnel involved in the development and validation of the Planning and Action Plan documents by name and official capacity therein, and as they may be involved in or responsible for specific academic degree programs at given degree levels must be given as follows:

1) Governing Board Members
2) Administrative Staff Members
3) Instructional or Other Academic Staff Members
    a) Baccalaureate degree level
    b) Master's degree level
    c) Doctoral degree level
4) Current Student Body Members
    a) Baccalaureate degree level
    b) Master's degree level
    c) Doctoral degree level
5) Graduated (Alumni) Students
    a) Baccalaureate degree level
    b) Master's degree level
    c) Doctoral degree level

L. Collective profiles to portray overall institutional effectiveness should be given including:

1) Current student and alumni evaluations of their respective programs
2) Longitudinal studies of the graduate's professional performance
3) Data attesting to the continuing scholarly productivity of graduates
4) Data reflecting bases of student terminations prior to completion of degree programs.

M. New degree programs to be initiated by member institutions subsequent to their most recent annual report, on-site evaluation, contract validation, or other accounting in the accrediting process, must be acknowledged to the Association through a Notice of Intent prior to the introduction of the program. The Notice of Intent for a proposed new degree program should give the following information:

1) The degree level (if this is to be a higher degree in an academic discipline or professional field in which the institution already has an established program)
2) The academic discipline or professional field
3) Increased resources required for the new program (e.g., new staff members, additional library, etc.)
4) Evidence of the need for this program addition
5) An outline of specific knowledge, competencies, performances and project and/or theses required in the new degree program
6) Plans for the evaluation of learning outcomes and minimum acceptable standards of performance.

The Association will review the proposed new program with consideration for its relation to the institution's established programs and with particular concern for its impact on the academic staff. The Association will notify the institution whether its accreditation will be extended to include the new program or whether additional information, an on-site evaluation, or other additional assessment will be required.

N. Assessment of the entry level skills required for success in each degree program must be made and their effectiveness demonstrated by each member institution being considered for accreditation.

O. Member institutions offering graduate degree programs are expected to provide faculty organization for optimum effectiveness through use of diverse staff talent, training, and experience.

1) Master's degree candidates require the assignment of an appropriate advisor for the program of studies and the project or thesis.
2) Doctoral degree candidates require the assignment of a committee of no fewer than three graduate faculty members with diverse points of view and related backgrounds supportive of the candidate's overall program and dissertation or research project. An interdisciplinary committee is sometimes called for by the nature of the dissertation problem.

P. The sequence of achievement of the components of a degree program should be in a logical order so as to facilitate student progress toward successful completion. Each program should maintain (if applicable) a complete set of texts, lectures, syllabi, study guides, and bibliographies with an indication of where and by whom each of these was prepared and revised with a record of charges made to students for them.

Q. Each member institution must specify in clear detail in its public document (catalog) academic and/or professional discipline(s) in which programs are offered giving the following qualifying information:

1) Academic and/or professional disciplines represented by the institution's learning programs
2) Levels of degree programs offered with specific degree title(s)
3) Explanation with evidence of the need for the knowledge and skills imparted through these programs and as symbolized by the specified degree(s)
4) Explanation of the meaning, purpose, specialization, and competency structure of each degree program offered, e.g., if the institution is offering a program for the degree of Doctor of Education (Ed.D.), what kind of Ed.D. program is it? Has the program been developed with a purposeful specialization in Administration, Supervision, Curriculum, Instruction, Counseling, Guidance, Testing and Measurement, Special Education, Learning Theory, Learning Disabilities, et cetera?

Each degree program must be designed and implemented to develop knowledge, skills, and attitudes comparable to those developed in similarly identified programs offered by traditional institutions with overall competencies equivalent to known competencies of comparable traditional degree programs.

R. Form and Style Requirements for Scholarly Writing

Each member institution must require the use of widely accepted guidelines to insure an appropriate form and style for written term papers, theses, projects, and dissertations as well as providing clearly understood guidelines for the student's development of adequate and appropriate depth and organization of academic content in all independent studies for each given academic or professional degree program.

S. Each member institution must show cognizance of its respective state's professional licensure/certification requirements (if any) for each professional or academic degree program offered by the institution by either:

1) incorporating those essential elements, competencies, et cetera as integral components of the degree programs offered so as to prepare degree candidates in those programs to meet the given state's licensure/certification requirements, or

2) specifically acknowledging that the diversity of different state's licensure/certification requirements renders incorporation of the elements, competencies, et cetera as integral components of each degree program concerned prohibitive or, for other given reasons, unfeasible.

SGR: The member institution in this stage of development and preparation for the third and potentially final (prior to accreditation) on-site evaluation visit, is expected to provide a detailed, descriptive listing and rationale meeting the standards of the general conditions for degree programs. Documentation should be provided where necessary.[20]

10. The institution's educational services must be evaluated.

The institution must design and present a comprehensive system of assessment of its overall effectiveness as an educational enterprise at the postsecondary level. The evaluation system must be adequate to meet the institution's own perceived needs as well as those perceived as necessary by the Association for approval of the contract documents.

A. What standard of accomplishment?

1) All students-all objectives?
Present a rationale for contending the unequivocal value of all objectives sufficient to justify attainment of all objectives by all students enrolled; or

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[20] Some portions of the degree standards have been adapted from the following works:

Hardy Edwards, et al., The Master's Degree: A Policy Statement of the Council of Graduate Schools in the United States (1976).

Wendell J. Bragonier, et al., The Doctor of Philosophy Degree: A Policy Statement of the Council of Graduate Schools in the United States (1977).

S. D. Shirley Spragg, et al., Non-Residential Graduate Degree Programs: A Policy Statement of the Council of Graduate Schools in the United States (1977).

Charles T. Lester, et al., Accreditation of Graduate Education: A Joint Policy Statement of the Council on Post-secondary Accreditation and the Council of Graduate Schools in the United States (1978).

2) Majority of students-all objectives?
Present a rationale for the establishment of a given arbitrary majority percentage of enrolled students who must achieve all objectives in their given programs; or

3) Majority of students-majority of objectives?
Present a rationale for the establishment of an arbitrary majority percentage of enrolled students who must achieve an established, arbitrary majority percentage of the objectives in their given programs.

SGR: The institution's standard(s) of minimally acceptable performance may be set as a percentage (no less than 85% for graduate degree programs) of the institution as a whole or may be differentiated by academic divisions and/or degree levels. Such established standard(s) should be accompanied by an educationally, professionally defensible rationale.

B. What level of expenditure is deemed desirable for each program?

1) The institution must have established the minimum cost of each educational program sufficient to have determined which program components are most economically feasible and defensible in terms of both effectiveness and unit cost.

2) The cost/effectiveness ratio per program is expected to vary in accordance with the nature of the learning experiences to be provided by the institution.

3) The institution must present an academic program profile which represents empirically determined cost-effectiveness.

SGR: Data to portray an institution's program unit expenditure and cost-effectiveness may be presented in a tabled format with captions and explanations.

C. Determine the level of proficiency or competency required.

1) The institution must present its present standard of competency, i.e., its own required quantitative measure of performance, as a specified component of each objective as approved in the second year of contract development.

2) Each objective's proficiency component is to be expressed as a quantitative measure(s) that may account for such variables as:

   a) number of repetitions
   b) number or percent correct
   c) number or percent completed
   d) time required for completion.
3) The institution may, in addition, have objectives for which there is a defensible requirement of total proficiency, i.e., the nature of the performance is such that nothing less than a 100% achievement would be acceptable.
4) For all proficiency levels established the institution must accept the responsibility of determining what is adequate to prepare the student academically for an intended occupation or profession. The institution must also accept responsibility for determining what proficiency levels are adequate to prepare the student in a manner commensurate with what a given degree is held to represent to the academic and/or professional-technical community.
5) The institution shall bear the responsibility of establishing, with its students, and for examination by the Association's evaluating teams, the adequacy of ways and means by which students demonstrate the achievement of performance objectives for assessment in each degree program offered.
6) The strength, depth, and comprehensiveness of a member institution's assessment program must be commensurate with the opportunities for, and the ways and means of, assessment which that institution does not have by virtue of a reduced, minimal, or completely absent resident class instruction requirement.
7) Since this is the third and concluding phase of development of the Action Plan, the institution must give evidence to validate unequivocally that the appropriate personnel are in the employ of the institution to enable it to achieve its instructional goals on a continuing basis. This evidence shall be provided for examination by the visiting team during the on-site visit for accreditation. The institution must demonstrate that it:
   a) provides employment of sufficient stability and permanence of both professional and clerical staff to engender loyalty and allegiance to the institution
   b) employs qualified personnel in adequate numbers to achieve institutional goals
   c) employs personnel with appropriate and adequate education, training, experience, and competence for all levels of each academic or technical program offered sufficient to achieve

institutional goals and to facilitate learning outcomes of students

d) designs an educationally defensible, logical balance of internal/external staff members allowing the institution to, in fact, exercise control of its learning programs and standards without an undue preponderance of adjunct or external staff members as opposed to internal staff members. This balance will, of course, vary in accordance with the overall institutional mode(s) of operation

e) employs adequate and appropriate staff members for:
   1) each instructional and/or certification mode
   2) curriculum and examination development
   3) experiential learning assessment.

SGR: The institution through its academic division heads present a tentative plan of interview and other assessing activities for a visiting team. Such assessing activities should be designed to provide the evaluating team with such in-depth experiences permitting an optimum opportunity for validation or invalidation of the capacity of all of the institution's personnel to achieve and assess the stated goals and objectives which, in turn, should facilitate the student's achievement of his or her goals and objectives.

An institution's assessment program(s) may encompass the entire spectrum of examination forms including (1) paper and pencil tests, (2) overt practical demonstrations, e.g., "laboratory" tests, and (3) oral examinations, presentations, or defenses; however, the overriding determinants of the nature of the assessment modes to be developed are found in adequately stated performance objectives as required in Element Six of the Standards for Contract Development (see page 54). Such matching of test item performance with the performance and criterion in a pre-stated objective is discussed at length by Mager and Popham.[21] A feature of the demonstration component of performance objectives which should be deliberately incorporated into each assessment (examination) should provide for, or be an indicator of, reasonable assurance of transferability of the given performance (knowledgeable skill, attitudinal skill, or physical skill) to an actual circumstance calling for that performance.

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[21] Robert F. Mager, Measuring Instructional Intent (Belmont, California: Fearon-Pitman, 1973); W. James Popham, The Uses of Instructional Objectives (Belmont, California: Fearon, 1973).

The institution should provide a representative sampling of all of the formative (diagnostic) and summative (final course or comprehensive program) assessment instruments as a component of the Action Plan and should make the entire assessment program available for examination by the evaluating team.[22]

Some characteristics of two types of written test items are outlined below.

1) Supply - items including word completion, sentence completion, short essay, and extended essay problem items.
   Supply items require: considerable recall, development, organization, construction, generation, improvisation, and writing or speaking.
   Supply items provide: no cues, options, distractors, et cetera; space or time for response; directives and conditions.
   Supply items involve subjective, criterion referenced scoring/evaluating.

2) Choice - items including true-false, yes-no, multiple choice, and matching items.
   Choice items require: some recall, discrimination, identification, selection, comprehension, and mere indication of choice.
   Choice items provide: cues in an array of options; distractors; opportunity for guessing; reminders.
   Choice items permit objective, quicker scoring/evaluating.

Some types of competencies and examination skills that are practical ways and means components in learning program assessment are as follows:

Recall: The reproduction of former knowledge or experience after a lapse of time.
Discrimination: The ability to differentiate among and within sets of cognitive, kinesthetic, visual, auditory, and emotional stimuli.
Organization: The process or result of arranging interdependent elements into a functional or logical whole.
Identification: recognition and selection of a pertinent element.

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[22] Benjamin S. Bloom, J. Thomas Hastings, and George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill Book Company, 1971).

Generation: The process of bringing a synthesis, organization, concept, or other learned construct into being.

Selection: Perception and indication of a preferred option from a provided set of alternatives.

Improvisation: The process of inventing or composing from available materials or ideas.

Translation: The process of conveying a meaning from one form or style of verbal or symbolic expression to another.

Interpretation: An explanation or exposition of meaning or comprehension.

Extrapolation: The process of estimating or predicting values of a function beyond the range of available data.

Generalization: The process of forming a general conclusion applicable to a class of data or a total situation on the basis of a number of specific instances.

Conceptualization: The use in concrete and hypothetical situations of abstractions in the form of ideas, rules, methods, principles, and theories.

Analysis: The process of resolving a problem or situation into its component elements.

Synthesis: The process of assembly of several sets of findings to evolve a point of view or principle.

Evaluation: The process of ascertaining or judging the value, amount, or efficacy of an entity or performance.

Reception: The positive and uninhibited assimilation, internalization of perceived phenomena.

Responding: Behavior elicited by a known external stimulus such as might be designed into a test item.

Value Judgment: A decision process involving the ranking of those factors which should regulate the formation of educational or other professional policies or practices.

Characterization: The application of a particular (the examinee's) evolved value system.

Perception: The process of integration of present and past sensory impressions.

Manipulation: The act of grasping and handling objects in a constructive, exploratory, or otherwise purposeful way.

Coordination: The process of unifying the contributions of people and materials, and the functions of organic and mechanical systems, toward the achievement of a desired or required purpose.

Communication: Imparting evidence of learning outcomes through expressive, nondiscursive, and verbal cues.

Examples of examination items with assessment of predominantly cognitive, affective, and psychomotor learning in paper and pencil examination forms followed by possible adaptations to other forms listed above, each with its correspondingly pre-stated, criterion objective, are given in a sampling of academic disciplines as follows:

Paper and Pencil Test Items and Objectives for Assessment of Cognitive Learning
(Knowledge)

Type of Test Item — Objectives and Test Items

(1) Objective: Identify and state the names of the historical leaders and scientists in the field of physics.

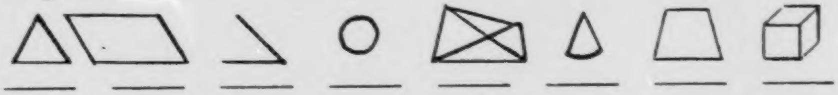
Supply — Test Item: The name of the scientist who defined the law of gravity is ______________.

(2) Objective: State the names and the nature of cellular activities in each stage of the reproduction of cells with detailed, descriptive writing.

Supply — Test Item: List and describe the steps (phases) in the process of mitotic cell division.

(3) Objective: Identify and label the principal kinds of plane and three dimensional geometric figures from examples provided.

Supply — Test Item: For each of the following geometric figures give the name below the figure.



(4) Objective: Identify and indicate in a given list, world political leaders in modern history by provided characterizations.

Choice — Test Item: Who was known as the Great Emancipator? (Circle the letter of the correct name.)

a) George Washington	d) Abraham Lincoln
b) Thomas Jefferson	e) Winston Churchill
c) Mahatma Gandhi	f) Vladimir Lenin

(5) Objective: Identify and select from a provided list, the general organic function of hormones as secretions of the endocrine gland system.

Choice — Test Item: A hormone can best be described as: (Circle the letter of the correct choice.)

a) a natural antibiotic
b) a synthetic antibody serum
c) an organic catalyst
d) an essential digestive enzyme
e) a growth inducing nutrient

Type of Test Item | Objectives and Test Items

(6) Objective: Identify and match from a provided list the correct term to each of several provided conditions and processes in interspecific relationships.

Choice (Matching)

Test Item: On the line to the left of each phrase in Column A write the letter of the word in Column B that best matches the phrase. Each word in Column B may be used once, twice, or not at all.

Column A	Column B
___ 1. Two or more different species living interdependently	a-commensalism
___ 2. One species living at the expense of another living species	b-aneurysm
___ 3. Two or more different species feeding together	c-saprobism
___ 4. one species living upon the dead remains of another species	d-botulism
	e-symbiosis
	f-anabolism
	g-parasitism
	h-catabolism

(7) Objective: Discriminate between true and false statements regarding geometric figures and identify inappropriate members among a provided group of characterizing statements.

Choice - 1st Stage
Choice - 2nd Stage from same options

Test Item: For each of the following statements put a "T" or an "F" in the blank in front of the statement to indicate whether it is true(T) or false (F). Then indicate which statement is not properly associated (i.e., does not belong) with the other statements by circling the letter in front of it.

a)____An isosceles triangle is equilateral and equiangular.
b)____A tetrahedron is quadrifaceted and equilateral.
c)____A rectangle is a right angle parallelogram.
d)____The opposite sides of a trapezoid are parallel.

(Comprehension)

(8) Objective: Identify and select from a provided list the correct, symbolically formulated representation of the standard deviation as a measure of variability.

Type of Test Item	Objectives and Test Items
Choice (Translation)	Test Item: Your task is to read the definition and choose the formula below the statement which states the same thing. "The standard deviation is equal to the square root of the sum of deviations of scores from the mean squared divided by the number of scores." a) $SD(\sigma) = \Sigma\sqrt{\frac{X^2 - M}{N}}$ b) $SD(\sigma) = \sqrt{\frac{\Sigma(X-M)^2}{N}}$ c) $SD(\sigma) = \sqrt{\frac{\Sigma M^2 - X}{N^2}}$ d) $SD(\sigma) = \sqrt{\frac{X-M^2}{\Sigma N}}$
	(9) General Objective: Perform analysis, synthesis, and comprehension of the array of conditions and data, as presented in Table I (page 90), sufficient to respond to the directions and corresponding sub-objectives and test items which follow.
	Directions: Use the following letters to indicate your answer to each of the items 9A through 9F relative to the conditions and data from Table I pertaining to the hypothetical sugar beet plots:
Choice	A. The statement is supported by the evidence given. B. Whether the statement is correct or incorrect cannot be determined by the evidence given. C. The statement is contradicted by the evidence given.
	(9A) Sub-objective: Detect and indicate definite meaning from a given array of data from eight sugar beet growing conditions for three consecutive seasons.
(Translation)	Test Item: Diverse conditions do not appear to effect a consistent pattern of transverse, quantitative, or size differences in any of the growing seasons of 1979/80/81.
	(9B) Sub-objective: Perceive and indicate a specific soil condition as a causal factor in quantity and size of sugar beets from a given array of data pertaining to eight growing conditions for three consecutive seasons.

TABLE I

SUGAR BEET PLOTS

(Hypothetical Conditions and Data)

Each of eight plots of equal area are planted with an identical number (12) of pre-cultured sugar beet bedding plants (all equivalent in age and size) with the following conditions (identical weather conditions exist for all plots):

Control	Control	Treatment	Treatment	Treatment	Treatment	Treatment	Treatment
A	B	C	D	E	F	G	H
Alkaline Soil	Acid Soil	Alkaline Soil	Alkaline Soil	Acid Soil	Acid Soil	Alkaline Soil	Acid Soil
No Fert.	No Fert.	Fert. X	Fert. Y	Fert. X	Fert. Y	Fert. X&Y	Fert. X&Y

Sugar beet yield (in bushels with beet size indicated) per one (1) acre for each of the conditions A through H in the growing season of 1979:

A	B	C	D	E	F	G	H
40	60	50	50	70	70	80	100
Bushels	Bushels	Bushels	Bushels	Bushels	Bushels	Bushels	Bushels
Normal	Normal	Small	Large	Large	Small	Extra Large	Extra Large

Growing season of 1980 with identical conditions:

A	B	C	D	E	F	G	H
30	50	40	40	80	80	70	90
Bushels	Bushels	Bushels	Bushels	Bushels	Bushels	Bushels	Bushels
Smaller	Smaller	Extra Small	Normal	Normal	Extra Small	Large	Large

Growing Season of 1981 with identical conditions:

A	B	C	D	E	F	G	H
20	40	35	35	85	85	65	85
Bushels	Bushels	Bushels	Bushels	Bushels	Bushels	Bushels	Bushels
Small	Small	Smallest	Smaller	Smaller	Smallest	Normal	Normal

Legend: Fert. = Fertilizer

Type of Test Item	Objectives and Test Items
(Interpretation)	Test Item: Acidic soil produces greater quantities of sugar beets and, in most instances, larger vegetables with or without fertilizer.
	(9C)Sub-objective: Perceive and indicate a specific fertilizer treatment as a causal factor in vegetable growth from a given array of data from eight growing conditions for three consecutive seasons.
(Interpretation)	Test Item: Fertilizers X and Y effect consistent differences in vegetable size.
	(9D)Sub-objective: Perceive and indicate presence or absence of parallel and dissimilar relationships from causal effects of different soil and fertilizer treatments from a given array of data from eight growing conditions for three consecutive seasons.
(Interpretation)	Test Item: An inverse longitudinal relationship of effects of soil condition and fertilizer type is not evidenced in any of the data given.
	(9E)Sub-objective: Predict likelihood of, and indicate estimated differences in, quantity and vegetable size as an extended longitudinal consequence after the given array of data is generated and accounted for for 1979/80/81.
(Extrapolation)	Test Item: Continual use of the same plots of ground with the same conditions beyond the 1981 growing season will probably result in diminishing overall quantity as well as vegetable size in most instances.
	(9F)Sub-objective: Predict likelihood of additional systematic differences in vegetable yield or size from a transverse increase in kinds and combinations of conditions and data in any of the three consecutive growing seasons.
(Extrapolation)	Test Item: Additional conditions and additionally compounded conditions are not warranted to stimulate systematic differences in yield or vegetable size.

Type of Test Item	Objectives and Test Items
	(Application)
	(10) Objective: Implement your knowledge and comprehension of the principles of muscular function and skeletal articulation as indicators of morphology and life-style through selection from plausible alternative explanations.
Choice - 1st Stage from given options Choice - 2nd Stage from an added set of related options	Test Item: Directions - In these questions, first select the one best numbered response and then select the one best lettered explanation.

The posture, manner of locomotion, dietary habits, life-style, and pronounced morphology of an extinct hominoid can be determined by:

1) the size, density, and estimated original (pre-fossil stage) weight of the arm and leg bones of an adult fossil remnant.
2) The size, shape, and location of the areas of muscle insertion on the occipital, parietal, and temporal bones of a cranial fossil remnant.
3) The size, shape, pattern of impressions, and depth of a fossilized hominoid footprint.

This method of analysis is based on the principle that: A) bone size and weight are the most reliable clues to function; B) the ratio of ossa spongium to ossa compactium is recognized as a predictor of limb function and predominant use; C) the depth and relative emphasis of leading and trailing elements of a foot- or handprint are reliable clues to size and habits of any large vertebrate; D) muscle insertions of the cranium indicate needed strength, size, and angles of resistance of all of the most predictive skeletal muscles; E) pronation and calcaneal impact are determined by the manner and speed of locomotion.

Type of Test Item — Objectives and Test Items

(Analysis)

(11) Objective: Exercise analytical logic to select a more plausible explanation for a given conclusion about marketing, cost, and production theory and then give a rationale for your choice in detailed, descriptive writing.

Choice & Supply — Test Item: Provide a statement of marketing, cost, and production theory when it is assumed to be true that if perfect competition exists, the cost of production ultimately equals selling price. However, in reality, perfect competition is an absolute which has never existed, does not presently exist, and is not likely ever to exist.

Conclusion: The cost of production cannot equal the selling price.

Directions: Select one of the following comments as a correct and adequate analysis of the above statements and accompany your selection with your own statement of rationale.

Comments:

A. The conclusion follows logically because...

B. It is impossible to be certain that perfect competition never did and never will exist because...

C. It is not stated that perfect competition is the only condition that permits cost of production to equal selling price, therefore,...

D. An argument that begins with "if" cannot lead to any certain conclusion, therefore,...

E. The argument sounds plausible but contains an important fallacy because...

F. The argument could be resolved and settled completely were it not for an omitted factor(s) which is (are)...

Type of Test Item	Objectives and Test Items
	(Synthesis)
	(12) Objective: Formulate a tentative working hypothesis of learning through operant conditioning from lists of given documented findings of two consecutive investigations. Develop your hypothesis in detailed, descriptive writing with illustrative examples.
Supply following highly structured conditions	Test Item: A psychologist discovered that: 1) behaviors of laboratory animals were learned more quickly when reinforcement was administered immediately after the behavior; 2) the rate of extinction of behavior learned through conditioning was lower when (a) reinforcements were positive, (b) the number of reinforcements was higher, and (c) the temporal patterning of reinforcements was closer to the behavior itself. From these discoveries the psychologist formed the tentative hypothesis that: contiguity, repetition, and desirability of reinforcements are important factors in the speed and viability of learning gained through operant conditioning. Through further investigation he discovered that: 1) the extinction rate was lower and the spontaneous recovery following extinction was stronger and more probable when: (a) the conditioning stimulus (reinforcement) is more intense, (b) the conditioning stimulus is of an emotional (e.g., verbal) rather than a physical nature, (c) the conditioning stimulus is administered on a mixed interval schedule rather than a regular schedule. Directions: From the preliminary hypothesis and these additional findings develop a refined and expanded hypothesis of stimulus-response (S-R) learning through operant conditioning. 1) Explain clearly the steps you have taken to arrive at each component of your hypothesis.

Type of Test Item

Objectives and Test Items

2) Give your rationale for the inclusion of each component as well as its hierarchical position in your hypothesis.

(Evaluation)

Objective: Develop a critical, evaluative essay appraising the concept of self-fulfilling prophecy as a useful principle of Education and Psychology as characterized by Rosenthal and Jacobsen's, Pygmalion in the Classroom.[23] Use given evaluative criteria as you develop your response in detailed, descriptive writing with illustrative examples.

Supply following structured directives

(13) Test Item: Directions: Write an essay of 400 to 600 words on the concept of self-fulfilling prophecy as portrayed in Pygmalion in the Classroom by Rosenthal and Jacobsen.

Your essay should contain the following three evaluative components:

1) Make assertive judgments about the above work as to its central theme, its apparent intention, and the success of attainment of its perceived purpose.
2) What are your criteria for the judgments you have made? What established principles of Educational Psychology and learning theory generally are inherent assumptions in your criteria to make them sound bases for judgment?
3) Cite specific elements representing each major portion of the work to give validity to all of your judgments and to enable them to be conclusive.

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[23] Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, Inc., 1968).

Paper and Pencil Test Items and Objectives for Assessment of Affective Learning

Virtually all learning, including that learning called for in the foregoing cognitive objectives and test items, is invested to some degree with affective quality. However, for those portions of a learning program in which a direct, purposeful assessment of the affective element is needed, the following examples of objectives and test items are given with the full realization that they are not entirely without cognitive as well as psychomotor qualities.

Type of Test Item	Objectives and Test Items
	(Receiving)
	(14) Objective: Show sensitivity to and interest in the significance of seasonal change by selection when confronted with a choice of a positive or negative position.
Forced Choice T-F or Yes-No	Test Item: Do you feel that seasonal changes are unavoidable realities with little interest value? ___Yes ___No.
	(15) Objective: Accept the consideration of the aspect of beauty of seasonal change when confronted with a choice of a positive or negative position and supply reasoning for position taken through detailed, descriptive writing.
Forced Choice with added rationale (Supply)	Test Item: Do you think that any of the seasons have particular beauty? ___Yes ___No. Why? Which season(s), if any?
	(16) Objective: Show interest in seasonal changes in locations removed from those of the examinee's own direct experience and supply reasoning for the interest expressed through detailed, descriptive writing.
Supply (Open-ended Question)	Test Item: I am curious about seasonal changes in (another geographic location) because...

Type of Test Item	Objectives and Test Items
Choice (Closed Item)	(17) Objective: Show special sensitivity(ies) to specific aspects of seasonal change by selecting from a list of seasonal preference(s). Test Item: Are you curious about details of seasonal change such as: (Circle letter of one or more.) a) temperature patterns? b) kinds of precipitation? c) changes in colors of vegetation? d) detection of reminiscent, characteristic seasonal smells? e) stages of animal life cycles? f) altered patterns of day- and nighttime? g) that fleeting situation that stimulates an aura of seasonal nostalgia? h) altered circadian rhythms in human behavior? i) photoperiodism in both plant and animal behavior?
	(Responding)
Forced Choice T-F or Yes-No	(18) Objective: Show a willingness to consider and respond to a negatively or positively couched question about a seasonal manifestation. Test Item: Did you grow weary of learning that autumn is when the leaves fall from the trees? ____Yes ____No.
Forced Choice with added rationale (Supply)	(19) Objective: Show a willingness to initiate an investigation of reasons for seasonal phenomena and supply a rationale for the position taken, either positive or negative. Test Item: Would it be unreasonable for you to be expected to inquire on your own as to the reasons the leaves fall in autumn? ____Yes ____No. Why?
Supply (Open-ended Item)	(20) Objective: Show a desire to help others to ponder, understand, and appreciate seasonal phenomena and supply suggested means of assistance through detailed, descriptive writing. Test Item: I would like to be involved in assisting students to investigate the mysteries of autumn by...
	(21) Objective: Show a personal history of

Type of Test Item	Objectives and Test Items
	having consulted literary sources on specific aspects of seasonal change by selection from options provided.
Choice (Closed Item)	Test Item: Have you consulted the available literature in matters of autumnal change such as: (Circle letter of one or more.) a) preparation for hibernation? b) encountering the Autumnal Equinox? c) termination of certain adult insect stages? d) the equation of autumn with late middle age in the human experience? e) the triggering effect of autumn on the migration instinct?
	(Valuing)
	(22) Objective: Judge the desirability of sensitivity to seasonal change by selection when confronted with a choice of a positive or negative position.
Forced Choice T-F or Yes-No	Test Item: Knowledge of and sensitivity to the intricacies of seasonal changes are essential to everyone. ___True ___False.
	(23) Objective: Take a particular stand by dichotomous selection when confronted with an arbitrary, judgmental statement about acceptable devotees of seasonal change and justify the position taken.
Forced Choice with added rationale (Supply)	Test Item: Understanding and appreciation of the significance of seasonal changes are important only to professional meteorologists and biologists. ____True ____False. Because...
	(24) Objective: Propose a personal philosophy in detailed, descriptive writing regarding the metaphorical implications of a given season when provided with a leading verbal impetus.
Supply (Open-ended Item) with added rationale	Test Item: The phrases "autumn of life" and "rebirth of spring" have significance for the human condition because...
	(25) Objective: Differentiate and select from a selection of a particular seasonal change.

Type of Test Item	Objectives and Test Items
Choice (Closed Item)	Test Item: The transition from winter to spring has: (Circle the letters of what you consider to be the two best choices.) a) no value as a parallel to individual experience. b) value as a parallel to the Renaissance period in history. c) religious value as a literal expression of the Resurrection. d) some value in determining the start of the baseball season. e) considerable value in the reproductive cycles of plants and animals. (Organization)
	(26) Objective: Ponder the plausibility of integration of biologoical processes resulting from a complex of seasonal processes by selection when confronted with a choice of a positive or negative position.
Forced Choice T-F or Yes-No	Test Item: In the overall scheme of cyclical birth, maturation, death, and rebirth lie the biotic mechanisms that produce diversity. ___True ___False.
	(27) Objective: Generalize from a given set of causal manipulations as to their speculated ramifications with specific reference to the Earth and seasonal changes following selection in a dichotomous value choice.
Forced Choice with added rationale (Supply)	Test Item: Altering the Earth's axis to effect perpendicularity of the Sun's rays to the Earth's axis would be an undesirable/ desirable (choose one) adjustment. Reason:
	(28) Objective: Defend a synthesis of the importance and significance of seasonal change and climatic diversity in detailed, descriptive writing following a verbal impetus addressing variety in the biosphere.
Supply (Open-ended Item)	Test Item: Acceptance of variation of climatic conditions as one of many causal factors in biotic diversity is critical because...
	(29) Objective: Adhere to a formulation of integrated consequences following selection

Type of Test Item	Objective and Test Items
	from a group of alternatives about seasonal change and the human condition with a developed rationale.
Closed Item with added rationale (Choice and Supply)	Test Item: Coordination of human curiosities, insights, and values as stimulated by sensitivity to seasonal changes could: a) illuminate the human condition b) enhance the human condition c) detract from the human condition d) terminate the human condition e) any one of the above f) none of the above Reason:
	(30) Objective: Judge the overall effects of a global proposal to apply known principles of seasonal manipulation by selection when confronted with a choice of a positive or negative position.
Forced Choice T-F or Yes-No	Test Item: In view of human kind's understanding of, and increasing ability to control variables in the matrix of seasonal changes, it behooves us to take measures for the greatest good for the greatest number. ___True ___False.
	(31) Objective: Judge a value laden statement by selection when confronted with a choice of a positive or negative position which has inherent antithetical concepts and consequences related to the increased organic diversity and increased monoculture which can result from climatic manipulation, and justifies the position taken.
Forced Choice with added rationale (Supply)	Test Item: There are no limits that can or should be set to the increased variation and productivity possible through manipulation of seasonal changes and climates. ___True ___False. Because...
	(32) Objective: Propose a system design through detailed, descriptive writing, comparable to that which produced our seasonal environment, employing all known values and principles but with one major departure from what is presently in effect, from a structured, verbal impetus.
Supply (Open-ended Question)	Test Item: If you were expected to create a life support system on a planet such as

Type of Test Item	Objectives and Test Items
	the Earth with optimum seasonal changes by means other than tilting the planet's axis 23½ degrees from its perpendicular relationship to the Sun's rays, you might begin by...
	(33) Objective: Advocate a selected prerogative with regard to the newfound human capacity to be a causal agent in the future well-being of the biosphere with a developed rationale for the selection made.
Choice & Supply (Closed Item with added rationale)	Test Item: The use of a complex of values as they pertain to, and as they result in, humankind's ability to control the effects of seasonal changes: a) justifies extension of the longest day (summer solstice) b) permits the cornucopia effect for all of humankind c) is presently in process d) is not desirable e) is imperative because...

The above affective test items are adaptations patterned after examples given by Bloom, Hastings and Madaus.[24]

Paper and Pencil Test Items and Objectives for Assessment of Psychomotor Learning

Examples of test items and objectives for the psychomotor skills most likely to be involved in paper and pencil examination of academic learning are given in the manipulative, visual and auditory discrimination, coordinated abilities and complex adaptive skill levels of the Harrow taxonomy as follows.[25]

(Manipulation and Visual Discrimination)

(34) Objective: Draw microscopic cellular structures with sufficient accuracy, detail, and resolution to make representation of normal and abnormal processes discernable in the drawing.

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[24] Bloom, et al., pp. 232-242.

[25] Anita J. Harrow, A Taxonomy of the Psychomotor Domain, A Guide for Developing Behavioral Objectives (New York: David McKay Company, Inc., 1972).

Type of Test Item	Objectives and Test Items
Supply from conditional directive	Test Item: Make an accurate, detailed graphic drawing of all stages of malignant, epithelial cell division represented from the magnified slide specimen provided using 6H drawing pencil and India ink drawing points as needed.
	(Auditory Discrimination, Manipulation, and Coordinated Ability)
	(35) Objective: Make a verbatim (as it happens) graphically drawn recording of the musical tones of a given instrument playing its part in a given musical composition.
Supply	Test Item: Make accurate and specific identification of the part played by the oboe section in the musical recording provided by plotting notes of the correct pitch and value on the blank staff.
	(Coordinated Ability, Visual Discrimination, and Manipulation)
	(36) Objective: Bisect an acute angle by drawing with an engineer's compass and measure the resulting angles with a protractor. Repeat this process with all resulting angles two more times keeping accumulated error to less than one degree (1°).
Supply from conditional directive	Test Item: Make a series of three consecutive bisections and measurements of each resulting angle of the acute angle provided using the engineer's compass and protractor with an overall accuracy of less than one degree (1°) error.
	(Complex Adaptive Skill)
	(37) Objective: Develop a coordinated set of drawing strokes which are quickly replicable to produce a textured surface as in a representation of fur, feathers, scales, or leaves.

Type of Test Item	Objectives and Test Items
Supply from conditional directive	Test Item: Demonstrate a developed technique of repetitive, varied drawing of a textured surface such as a massive assemblage of leaves or surface covering of scales, feathers, or fur in the area designated.
(Visual Discrimination and Coordinated Ability)	
	(38) Objective: Plot two sets of given, possibly correlated, data accurately on engineer's graph paper from pre-drawn coorindate axis in the construction of a scattergram using appropriate drawing pencils and rulers as needed.
Supply from conditional directive	Test Item: Make an accurate plotting of two given sets of data in the construction of a scattergram from carefully pre-drawn coorindate axis on engineer's graph paper.

Adaptation of Content and Form of the Above Given Paper and Pencil Test Item Examples to Practical Demonstration and Oral Examination Forms

Diversity may and ought to be manifest in modes of assessment as well as other phases of a delivery system. Assuming the paper and pencil test item to be the common denominator in testing modes, the foregoing test item examples are each considered in the classification matrix below for their adaptability to testing which requires:

A) live, overt demonstration by the examiner/instructor as an essential part of the question or condition of the test item with the examinee's performance given through oral , written or live, overt demonstration (Practical Demonstration); and

B) oral presentation of the test item by the examiner/instructor with an entirely oral response or combined oral and written response required of the examinee (Oral Examination).

It is acknowledged that the suggested adaptations given on pages 104 and 105 are necessarily oversimplified and, therefore, are merely feasible or ideal for optimum, effective assessment.

Test Item Number	Practical Demonstration	Oral Examination
	Adaptable for written or oral response to:	Adaptable for oral examining with opportunity for:
1	demonstration or laboratory experiment	elaborated oral response
2	displayed example specimens	elaborated oral response
3	drawn figures or laboratory models	elaborated oral response with rationale
4	written or picture choices	elaborated oral response with rationale
5	demonstration with a working model	elaborated oral response with rationale
6	prepared demonstration with laboratory models or specimens	oral response to prepared demonstration with models or specimens
7	prepared demonstration with drawings or tangible models	elaborated oral response with rationale
8	demonstration by chalkboard or overhead projection	*
9A-F	demonstration by scheduling board, chalkboard, or overhead projection	*
10	demonstration with anatomical charts or models	elaborated oral response with rationale
11	demonstration with working model or felt board	oral or written response with rationale
12	demonstration with actual performed experiments	written examining with oral or written response
13	demonstration with role-playing	written examining with oral or written response
14	**	elaborated oral response with rationale
15	**	oral or written response with rationale
16	**	oral or written response with rationale
17	**	oral or written indication of choice
18	**	oral or written indication of choice
19	**	oral or written choice with rationale
20	**	elaborated oral response
21	**	oral or written indication of choice
22	**	oral or written indication of choice

Test Item Number	Practical Demonstration	Oral Examination
23	**	oral or written choice with rationale
24	**	elaborated oral response
25	**	oral or written indication of choice
26	**	oral or written indication of choice
27	manipulation of simulated laboratory models	oral or written choice with rationale
28	a sequence of model scenarios	elaborated oral response
29	**	oral or written choice with rationale
30	**	oral or written indication of choice
31	demonstration with terraria and other laboratory cultures	oral or written choice with rationale
32	manipulation of simulated laboratory models	elaborated oral response
33	**	oral or written choice with rationale
34-38	directive with examiner's demonstration (inherently practical demonstration)	required demonstration and opportunity for oral explanation

*Not easily adaptable for an entirely oral examination.
**Cannot be adequately, practically adapted for response to demonstration.

The addition of features such as rationale and/or a second stage to forced choice, multiple choice, or sentence completion types of test items compound the variables to be accounted for in the scoring system. By the same token the adaptation of a paper and pencil test item to a practical demonstration or oral examination condition may also complicate the scoring system for a reasonably accurate measurement of performance. The diversity of performances to be attained through such modifications is considerable and the approximations to required professional competencies are enhanced. Nevertheless, the additional care and sensitivity required in the planning and development of criteria for ascertaining minimal satisfactory performance, or a graduated range of performances from such additions and adaptations, is obvious.

The examples and adaptations of test items presented in this element of the Action Plan guidelines are but a small sampling of the diverse kinds of assessment that member institutions might ideally develop to evaluate learning outcomes of their respective degree programs.

A logical, albeit rigorous corollary: If a member or applying institution refuses, is unable, unwilling, or uncomfortable in any way to provide for the necessary faculty, development, facilities, and circumstances essential to assess a given degree's commonly understood competencies (in their entirety) then the institution should not offer such a purported degree program or award such a degree.

Summary

This three year Action Plan model has been presented as an example for institutions in Candidate status. For institutions in Correspondent status, the period of development prior to accreditation would be approximately five years. During the first two years the institution would be involved in meeting the IX Eligibility Criteria and drafting the Planning Document. The next three years generally would be spent in Candidate status.

For a school seeking Accreditation status, it is expected that the students to be served, their needs, and institutional goals would have been identified. Thus, the more established institution should be concentrating on identifying and meeting the objectives established for Years Two and Three. Depending on the level of development of the applying institution, the time schedule of three years can be condensed through the direct application approach. However, a one year minimum is needed for institutions seeking full accreditation through the direct approach. Since assessment becomes the focal point for the more developed institution, this one year minimum allows for evaluation by all parties involved.

Compliance with and refinement of the preceding ten elements (Standards for Action Plan Development) comprise the necessary qualities within the development of an institution's Action Plan. It is the fulfillment and maintenance of the IX Eligibility Criteria and implementation of the elements of the Action Plan which assure Accreditation status by the National Association of Private, Non-traditional Schools and Colleges.

Section V offers suggestions and procedures which will assist the applying institution in developing and validating its unique Action Plan as required for Accreditation by Contract.

SECTION V

DEVELOPING THE ACTION PLAN

Characteristics of the Action Plan

Developing the Action Plan is the most crucial part in the steps of Accreditation by Contract. Within the Action Plan the institution's standards, future goals, and problems are pinpointed and specifically confronted. The focus of the Action Plan is on the qualitative aspects of education in addition to the quantitative standards. This process involves the meeting of at least minimal standards and places a balanced importance on the accomplishment of self-developed objectives acceptable to the Association which reflect the needs, aspirations, and capabilities of the institution and its clientele.

Development and implementation of an Action Plan calls for continuous assessment of the institution's quality and effectiveness in terms of its measurable results. Such outcomes are based on the accomplishment of specific performance objectives developed by the institution for each of its program offerings and included in its contract with the Association. In addition, an institution recognized by the Association is required to satisfy and maintain the IX Eligibility Criteria established by the Association as outlined in the Planning Document (see Section III).

By looking at and assessing the educational results of each institution individually, the Association uses the institution's strengths and goals as indicators in assisting the institution in developing the Action Plan for its unique Accreditation Contract. A good Action Plan should be able to be characterized as comprehensive, continuous, and long-range in order to maintain validity and accountability.

To be comprehensive, educational planning must first be based upon broad and intensive institutional-constituency involvement. What various concerned citizens have to say about quality education is crucial in the development of any contract accreditation plan. To develop, implement, and evaluate a comprehensive plan for quality education, the interrelationship and interdependence of every educational need, goal, objective, program, offering, practice, service, and resources must be thoroughly studied and questioned. The following areas of concern are provided as an approach to comprehensive educational planning which should be expanded upon and utilized. The interrelationship of such questions, individually and as groups, is perceived as critical to developing and maintaining an Action Plan.

Basic elements for consideration in formulating an Action Plan include identifying the:

1) students to be served
2) educational needs of those students
3) general institutional goals
4) programs, practices, and services that are necessary
5) general goals of each program as related to institutional goals
6) specific measurable objectives of each offering within each program
7) relationship between the specific objectives and the program goals
8) available resources
9) general standards and conditions which must be met for all degree programs offered
10) methods of evaluation of the institution's educational services

In summary, student needs and institutional goals should be identified by broad and intensive institutional-constituency involvement. Practical, applicable programs should be planned to accomplish the established institutional goals. After the goals of each program have been identified, offerings should be planned and specific, measurable objectives developed to accomplish the goals of the various programs. Operational and administrative procedures, practices, and services should be designed to attain these objectives, and all available institutional-constituency resources should be utilized to support these activites. The evaluation component should be designed to provide the type of concrete data needed to determine the extent of effectiveness of each program and offering in terms of accomplished specific objectives. Constant attention to the interrelationship and interdependence of means and ends is the essence of comprehensive planning.

The Action Plan is continuous when a series of appraisal checkpoints is intrinsic to the plan insuring that the means selected are achieving the ends desired. These checkpoints should be inherent throughout the (1) identification of needs, goals, and objectives; (2) development of the Action Plan to meet those needs; (3) implementation of the Plan; and (4) evaluation of the resultant learning outcomes. A continuous Action Plan is matter of constant monitoring to determine if the resources are sufficient to implement programs, practices and services which, in turn, means the specific objectives are achieved. By meeting specific objectives the institution accomplishes it goals which should correspond with the students meeting their goals.

The evaluation components within the Action Plan are designed to answer such crucial questions as: Were all relevant voices heard in the identification of student needs? Does each statement relate directly to one or more of the identified needs? Has each programmatic and institutional goal been restated in terms of specific, measurable objectives? Have all programs, practices, and services of the institution been directly related to these objectives? Are all available resources being used most effectively to support the Plan? Are objectives being accomplished and to what extent? Are corrective revisions necessary to improve the Plan?

The Action Plan is long-range in that it offers an institution a chance to specify projected goals and objectives. Based upon the initial accreditation status an institution has with the Association, the Action Plan may be developed immediately for institutions seeking full accreditation or take from three to five years in a pre-accreditation status. By providing a plan of action an institution can take the appropriate action at the appropriate time to achieve a stated outcome. An annual update of the Action Plan provides an operational guide for each of its successive years and a systematic way of coping with the inevitability of change. Educational improvement is a process of critical analysis examining change. Taking the appropriate action at the appropriate time is the essence of constructive long-range planning.

The Action Plan, developed during the period an institution is seeking full accreditation by the Association includes:

1. A statement of institutional goals
2. Specific performance objectives for each educational offering
3. A statement of activities designed to attain the stated objectives
4. A statement of performance levels acceptable as satisfactory evidence of accomplishment
5. An evaluation plan designed to assess institutional effectiveness as measured against the learning outcomes of students in terms of the performance objectives of the various offerings.

During the first year of the formulation of the Action Plan, the institution must involve all segments of its constituency; this is crucial to the development of a viable, long-range plan for educational improvement. Faculty, students, administrators, board members, potential employers of students and graduates, and other interested and concerned citizens--all should be involved--representing every social, economic, racial and ethnic group of the constituency.

A coordinating or steering committee is usually given the responsibility for answering such planning questions as:

1) What public information procedures will be necessary to bring about the involvement of all segments of the broad constituency?
2) What jobs will need to be done and how will they be shared? A chart such as the one appearing oppositely is only one of many possible ways of analyzing who needs to do what in developing an organizational structure.
3) Are any changes necessary in the present assignments of the staff? What outside consultant services may be desirable?
4) Should assignments and committees be organized institution-wide, by divisions, departments, schools, colleges, or a combination of these?

From the Planning Document the institution has been involved in formulating the basic directions the institution intends to pursue within the immediate future. The Action Plan develops the methods to implement the specifics for meeting those objectives.

From Planning Document to Action Plan

To this point the characteristics of the Action Plan as well as specific outcomes have been delineated but the gap between is critical. How do we get from the Planning Document to a thoroughly developed Action Plan?

The Planning Document represents the most accurate picture possible of the institution as it is presently operated together with projected desirable changes. The Action Plan provides the methods necessary to get from the Planning Document to a realization of the projected goals.

The major steps of developing a plan of action can be analyzed as follows:

A. ANALYSIS OF PROBLEM

1. Where Are We?
2. Where Do We Want To Be?

→

B. DEVELOPMENT OF SOLUTION

3. How Do We Get There?
4. How Will We Know?

PRE-PLANNING

ORGANIZATION

Which People, How Many, In What Combinations, Are Necessary For What Jobs?	Students	Faculty	Administrators	Employers	Board Members	Concerned Citizens	Other	Other	
1. Express concerns about education									
2. Review concerns about education									
3. Provide facts about education									
4. Review facts about education									
5. Identify range of student needs									
6. Review range of student needs									
7. Establish priority of student needs									
8. Develop range of general goals for students									
9. Review range of general goals for students									
10. Establish priority of student goals									
11. Develop range of specific objectives for students									
12. Review range of specific objectives for students									
13. Establish priority of student objectives									
14. Develop alternative plans or "mixes" of --									
a. Curricular and cocurricular activities									
b. Teaching practices and management practices									
c. Supporting services for students, staff, and community									
d. Available resources of people, places, things, and dollars									
15. Review alternative plans									
16. Propose range of selected plans									
17. Complete the selection of operational plans									
18. Implement the plans									
19. Oversee the plans									
20. Make necessary adjustments									
21. Evaluate the results									
22. Report the results									
23. Improve the plan									
24. Other									

The first half of producing an Action is to analyze the problem. Before developing a solution to any problem, the problem or needs should be thoroughly analyzed. Needs can be defined as the difference or distance between (1) where we are and (2) where we would like to be. Once this difference is determined solutions can be developed for closing the gap.

The second half of the Action Plan development is to formulate a solution to the problem. Once the problem of need has been identified, the development of a solution is a matter of deciding upon (1) ways to close the gap, as well as (2) ways to measure the extent in which the gap is being closed.

A. ANALYSIS OF PROBLEM

The first step in educational planning is to analyze both the present status and the future aspirations of the given institution. Looking at where one is in the light of where one would like to be and vice versa are mutually helpful ways of analyzing the problem. Analyzing the facts about where one is can bring to light previously undiscovered student needs and, therefore, necessitates a change of goals and objectives. Analyzing concerns about where one wants to be can make apparent the necessity for collecting facts about the present which were not previously considered important. The present status of the institution is reflected in the Planning Document and the On-Site Evaluation Report. The latter report focuses on the areas which need improvement. The Planning Document with the five year projections anticipates some of the expected improvements the constituency hopes to enact.

The educational hopes and aspirations of a constituency are likely to be as varied as the groups involved, i.e., students, faculty, administrators, board members, concerned citizens. The students' goals for themselves and the administrators' goals do not always coincide. However, common goals and beliefs about what education should mean and do for students can be determined by a variety of fact-finding and opinion surveys.

At this point planners have a choice of the order in which they wish to take the following steps. The choice is more a matter of emphasis than it is an either/or decision.

1. The institution may choose to ask first "Where Are We?" and study the basic facts about students, constituency and institution.

2. Or, the institution may choose to ask first "Where Do We Want to Go?" and poll constituency opinion about educational needs and educational goals. (The Institutional Goals Inventory available through the Educational Testing Services is a valuable instrument

for determining goal priorities.

3. Or, the institution might choose to combine these two steps by constantly checking future aspirations against present facts and vice versa.

Emphasizing future aspirations or goals at the commencement of study stimulates a fresh, optimum approach; whereas, an emphasis on the present tends to make it difficult to free oneself from the bonds of the status quo. The advantages are mixed.

The logical first step is to start with the facts about the present. A psychological first step would be to start with aspirations about the future. Fortunately, in practice, the two approaches tend to merge. Facts about the present soon become the basis of projections about the future, and aspirations for the future begin with concerns about the present needs.

1. Analysis of Student Needs and Goals

Goals are derived from the felt needs that people have. Completion of the following checklists of student needs and student goals are suggested as ways to analyze the similarities and differences of opinions expressed by the participating groups (see next page for checklists).

The needs or goals cited by students, faculty, administrators, et cetera should be written in at the sides of the charts. A check (X) in a space will indicate which need or goal was cited by which group.

Another source for student goals analysis is the Institutional Goals Inventory which was developed by and may be purchased from the Educational Testing Service. This Inventory is considered an excellent tool to help college constituencies delineate goals and establish priorities among themselves. This instrument does not tell institutions what to do in order to reach the goals desired. Instead, it provides a means by which many individuals and constituent groups can contribute their ideas about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberation toward final definition of institutional goals.

The Inventory was designed to embrace possible goals of all types of American postsecondary institutions--universities, church-related colleges, junior/community colleges, et cetera. Most of the goal statements in the Inventory

STUDENT NEEDS: OPINION SURVEY

In your opinion, what are the most important needs of students?	Students	Faculty	Admin.	Others
Need 1:				
Need 2:				
Need 3:				
Need 4:				
Need 5:				
Need 6:				
Need 7:				
Need 8:				

NOTE: This question, concerning the needs of students, is not limited to educational needs. The question below, concerning goals for students, is limited to educational goals.

EDUCATIONAL GOALS FOR STUDENTS: OPINION SURVEY

In your opinion, what are the most important educational goals for students?	Students	Faculty	Admin.	Others
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				

refer to what may be thought of as "output" or "outcome" goals--substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphasis, kinds of public service). Statements toward the end of the instrument relate to "process" goals--goals having to do with campus climate and the educational process. Results are summarized for groups--faculty, students, trustees, potential employers, et cetera. The Inventory is intended to be completely confidential and in no instance are responses of individuals reported.

From these surveys, the pattern of goals which emerges provides a framework for arriving at a consensus about common major goals and any associated sub-goals. Such a graphic summary also facilitates the analysis of goals and sub-goals for purposes of putting them in priority order. The proposed goals and their order of priority should then be considered tentative until thoroughly checked against faculty surveys of student and constituency needs and further checked as information about present institutional programs, staffing, facilities, and finance is compiled. It is likely that as facts are analyzed it would be necessary to revise certain goals statements, to combine or add others, and to change the order of priority. Until all the facts about students, constituency, and institution have been weighed, the proposed goals should be considered tentative and subject to revision.

2. Quality Education Analysis

Before taking up the more quantifiable facts about students, constituency, programs, staff, facilities, and finance, three areas which are basic to the quality of an educational system need attention. The three areas are: (1) institutional policies and practices, (2) instructional practices, and (3) program management practices. More specifically, the quality of an educational system depends upon (1) an environment which encourages learning, (2) the faculty's performance in facilitating the learning process, and (3) the administration's and faculty's skill in program planning and evaluation. Using the right approach with the right student at the right time is the ultimate measure of quality education. Although quality is extremely difficult to measure, a range of practices is visable in each of the three areas mentioned.

(1) Institutional Policies and Practices: To what extent do present institutional policies and practices encourage such personal and social qualities as self-confidence, self-discipline, and self-direction? In view of proposed future goals, will changes in practice be necessary?

> To what extent do these policies and practices emphasize--physical, emotional, social, and cultural development; democratic student and staff relationships;

student leadership and service; student involvement in school planning?

To what extent do institutional policies and practices emphasize--skills of inquiry and critical judgment; creativity and constructive use of leisure time; student out-of-school achievements?

What provisions are there for--students with learning disabilities, aptitudes and interests; employed students?

What provisions are there for--individual diagnosis of student needs; individualized instruction; individualized learning activities; individualized student use of materials and equipment; and individualized student-professor relationships?

What curriculum provisions are there for--exploratory studies in depth; and interdisciplinary studies; on-the-job training; summer programs; continuing education programs; off-campus credit; credit by examination; et cetera?

What provisions are there for--attendance services; financial aid services; career guidance services?

(2) Instructional Practices: To what extent does the institution have flexible instructional practices appropriate to the learning process? Again, in view of proposed future goals, will changes in present practices be necessary?

What are the principal methods of instruction? What methods are desirable?

- Lecture
- Drill
- Teacher Questions
- Student Questions
- Teacher Answers
- Student Answers
- Teacher-Led Discussions
- Student-Led Discussions
- Teacher Demonstrations
- Student Demonstrations
- Problem Solving Activities
- Individual Projects
- Group Projects
- Experimentation
- Laboratory Work
- Shop Work
- Field Trips
- Field Experience
- Independent Study (On and/or Off-Campus)
- On-the-Job Training

What are the principal student-teacher contacts?

- Single Teacher
- Team Teaching
- Small Group (10 or Less)
- Moderate Group (11 to 29)
- Large Group (30 or More)
- Sequence of Teachers
- Television Course
- Self-Teaching Device
- Aide Supervision
- Student Supervision
- On-the-Job Supervision
- Individual Advisement
- Correspondence Course

What are the principal instructional materials?

Basic Text
Workbooks
Multiple Texts
Library References
Newspapers, Magazines
Teacher-Prepared Materials
Audio-Visual Materials
Programmed Materials
Guided Research

(3) Program Management Practices: To what extent do present program management practices includes the following? Will changes be necessary? If so, what changes?

Institution-constituency planning; institution-home planning; institution-student planning; administrator-staff planning; teacher-teacher planning; teacher-student planning; student-student planning; school-school planning?

Coordination with community college or four-year colleges; with such related agencies as health and welfare, employment, law enforcement, and recreation?

Assigned responsibilities for planning and evaluation?
Designated procedures for planning and evaluation?

Formal procedures for:
- Maintaining an institution-wide information base?
- Identifying problems and educational needs?
- Establishing priorities of goals and objectives?
- Developing and improving programs?
- Evaluating programs?
- Reporting results?

Staff development programs for:

- Understanding student attitudes?
- Diagnosing student learning difficulties?
- Planning learning activities?
- Correlating activities in curricular and cocurricular areas?
- Evaluating learning outcomes?

3. Student Information Analysis

It is suggested that a checklist be developed showing an institution-wide range of information about students and their backgrounds. Such facts will be highly significant not only for support constructive change in student goals and objectives but also for decisions about curricular, cocurricular and necessary supportive programs, staffing, facilities, and fundings of programs.

4. Program Information Analysis

The development of a chart is again suggested as one way of analyzing the existing and future academic programs and course offerings in terms of established institutional goals and student needs. for this purpose, a chart such as the following may suffice.

PROGRAM INFORMATION CHART

Academic Area	Goal Number	Associate Degree		Bachelor's Degree B.A., B.S., etc.		Master's Degree M.A., M.S., etc.		Doctor's Degree (Identify) D.A., Ed.D., Ph.D., e	
		Present	Proposed	Present	Proposed	Present	Proposed	Present	Propose

ANALYSIS OF PRESENT CURRICULAR PROGRAMS AS RELATED TO IDENTIFIED GOALS AND OBJECTIVES

CURRICULAR PROGRAM(S)	Academic Area 1.	2.	3.	4.	Etc.	A. Goal No. 1	Objective No. 1	Objective No. 2	Objective No. 3	Etc.	B. Goal No. 2	Objective No. 1	Objective No. 2	Objective No. 3	Etc.	C. Goal No. 3	Objective No. 1	Objective No. 2	Objective No. 3	Etc.	Continue with academic areas as needed and a complete listing of identified goals with specific objectives for each.
Degree(s) Offered 1. Associate																					
2. Baccalaureate																					
3. Master's																					
4. Doctorate																					

Using a chart, such as the one above, is one way of analyzing the existing educational offerings in terms of the identified goals and objectives of the institution. Under Curricular Programs, space should be provided for the listing of all degree programs currently offered within each academic area. Such forms should be developed in such a manner as to provide the amount of space at the top to list the academic areas, identified goals (in order of priority), and objectives of each goal. In the spaces to the right of each degree listed and under the goals and objectives, a check should be placed to indicate the general goals and objectives currently supported by existing programs. The check, entered in the proper space, would indicate that the program so checked supports the goals and objectives entered thereunder.

The user may wish to subdivide the curricular (degree) program into specific competency areas and thus make a much more detailed analysis of the relationship of competency to programs and programs to the general institutional goals and specific objectives.

Relating present programs to desired goals and objectives may reveal ways to combine existing programs for greater cost-effectiveness. Such analysis may also further refine the proposed list of future goals and objectives--perhaps discovering the need for revision of certain existing programs or deletion or addition of others. Consequently, such a chart could be used to analyze both present and future goals and objectives. This analysis could specify where the institution is in its development and where the institution would like to be.

5. Staff Information Analysis

Without the appropriate number of the right people in the right place at the right time, the best intentioned programs cannot experience the desired level of cost-effectiveness. The following facts about assignments, work loads, turnover rates, and salaries are necessary for (1) analyzing the strengths and weaknesses of staffing present programs and (2) projecting the kinds and numbers of personnel necessary to implement revised or new programs. For the most part, this section deals with the quantifiable aspects of staffing. For a qualitative as well as quantitative analysis, the findings of this section must be combined with the findings about staff practices treated in the previous section entitled "Quality Education."

STAFF ANALYSIS BY POSITION, LEVEL, RATIO, & EXPENDITURE
(Expand and modify as necessary)

	Undergraduate			Graduate		
	Number	Student Ratio	Combined Salaries	Number	Student Ratio	Combined Salaries
Administrative Staff						
Instructional Staff By Programs: (Program) (Program) Etc.						
Supportive Staff						

TURNOVER RATE AND ANNUAL SALARY BY POSITION AND LEVEL

Positions	Number	Undergraduate		Graduate	
		Turnover Rate	Annual Salary	Turnover Rate	Annual Salary
Administrative Staff __________ __________ __________					
Instructional Staff __________ __________ __________					
Supportive Staff __________ __________ __________					

STAFF EXPERIENCE AND EDUCATION

1. Years of experience in educational administration of chief administrative officer 1. __________
2. Highest degree held by chief administrative officer 2. __________
3. Major area of study of chief administrative officer 3. __________
4. Average number of years experience for administrative staff 4. __________
5. Percent of administrative staff having completed a graduate program in educational administration 5. __________
6. Percent of administrative staff having completed a doctoral program 6. __________
7. Average number of years experience of instructional staff 7. __________
8. Percent of instructional staff holding master's degree 8. __________
9. Percent of instructional staff holding earned doctorates 9. __________
10. Percent of administrative staff presently engaged in an advanced degree program 10. __________
11. Percent of instructional staff presently engaged in an advanced degree program 11. __________
12. Percent of instructional staff teaching the major part of their time in their major field 12. __________
13. Percent of total salary expenditure paid for administrative functions 13. __________
14. Percent of total salary expenditure paid for instructional functions 14. __________
15. Percent of total salary expenditure paid for supportive functions 15. __________

6. Facilities Information Analysis

Short and long-range planning necessitate careful analysis of present and projected space requirements. Present and projected instructional or supportive programs depend upon the availability of appropriate facilities which, in time, have major significance for budgeting. The following chart may suggest some requirements and/or solutions for needed short-range and/or long-range facility plans.

BUILDING ANALYSIS

Type of Space	Not deemed Necessary	Satisfactory	Needed	Solution of Need	
				Rental	Construction
Classroom					
Small-group areas					
Large-group areas					
Art rooms					
Music rooms					
Business Ed. rooms					
Home Economics					
Shop areas					
Laboratories					
Facilities for handicapped					
Library					
Audio-visual areas					
Independent study					
Outdoor Education					
Auditorium					
Gymnasium					
Cafeteria					
Student lounge					
Faculty lounge					
Book store					
Multi-purpose					
Administration offices					
Other:					

7. Financial Information Analysis

The following charts are suggested for the purpose of analyzing the past, present and projected financial resources of the institution and should be given the most careful consideration in terms of programs to be maintained and goals to be adopted or given priority.

ANNUAL INCOME BY SOURCE

By Source of Revenue	2 Yrs. Ago	1 Yr Ago	This Yr.	Project. Next Yr.
Annual Totals				

FIXED ANNUAL EXPENDITURES BY FUNCTION

	ACTUAL			PROJECTED
Function	2 Yrs. Ago	Last Year	This Year	Next Year
Salaries				
Fixed Charges				
Honorariums				
Facility Payments/Rent				
Instructional Materials				
Other:				
Annual Totals				

Summary

The two questions, "Where Are We?" and "Where Do We Want to Be?," should now be answered. Future goals, proposed tentatively at the outset of the Planning Document, should have been checked against factual surveys of the broad constituency, current institutional practices, programs, and resources. Priorities should have been established and goal statements should now be in their final form ready for the development of implementation and evaluation plans. The factual analysis of institutional practices, programs, and resources will provide the basis for the development of the Action Plan necessary to bridge the gap between where the institution with its constituency is and where it expects to be.

B. DEVELOPMENT OF SOLUTION

The institution which has decided to improve its quality of educational will have to develop new plans or revise old plans to do so. New or revised goals for students will require new or revised plans to reach them. The development of plans is equally necessary if the decision is to retain present goals but to try to reach them by a different mix of institutional practices, programs, and resources. A change of educational goals for students or a change of approach by the staff will necessitate the development of new operational plans. The remainder of this section addresses the questions, "How Do We Get There?" and "How Will We Know?"

Program Development

The order and procedure of advanced study in every discipline will be related not alone to the inner structure of the discipline but to other considerations as well. One consideration will be whether the student is enrolling for the purpose of self-development or to prepare for a particular professional career or career change; another consideration will be whether the function of the institution offering the courses is primarily the advancement of the discipline itself or that of training working professionals and paraprofessionals.

Effective curriculum planning should be a cooperative effort involving students, faculty and staff as well as other interested parties in a decision-making group. This group should have common goals; adequate representation and organization; competent leadership; open and clear communication; use of relevant data; and adequate time and facilities for planning.

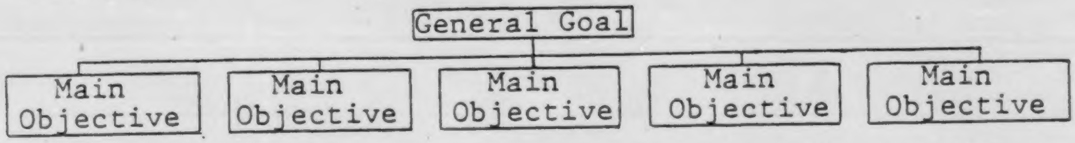
Within good curriculum planning should be the need for the program with development based on the educational philosophies of that particular institution. Once everyone involved in designing the program(s) understands these factors, goals and objectives should be developed. However, it must also be apparent within the evolution of the program(s) that curricula developed around independent study should be teaching the student how to learn developing objectivity and selectivity within the student's learning processes.

Ralph Tyler at the University of Chicago identified the following questions in the 1930's which are still applicable today as curriculum guidelines:

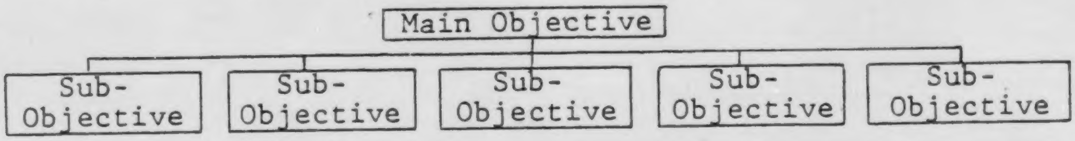
1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided which are likely to attain purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?[26]

Goal statements tend to be general in nature, expressing broad expectations about what education should mean and do for the student, for example: help the student lead a rewarding and satisfying life; help the student to prepare for the world of work; help the student to understand himself/herself; help the student to define problems and think independently.

The distinction between "goal" and "objective" is essential when developing implementation plans. Each general goal is subdivided into specific, measurable objectives. Plans are then designed to achieve those specific objectives. A general goal may be subdivided into one or more main objectives as follows:


General Goal
Main Objective
Main Objective
Main Objective
Main Objective
Main Objective

In turn, main objectives can be subdivided into specific sub-objectives which contribute to the achievement of the main objective and should also be stated in measurable terms.


Main Objective
Sub-Objective
Sub-Objective
Sub-Objective
Sub-Objective
Sub-Objective

Implementation plans consist of specifying what general goal is to be implemented by what main objective(s) which is(are) to be implemented by what sub-objective(s). Progressively, the sub-objectives continue being subdivided until all points of the main objective are delineated. This produces a variety of usually asymmetrical designs for each general goal dissected. For example, the following configurations may result.

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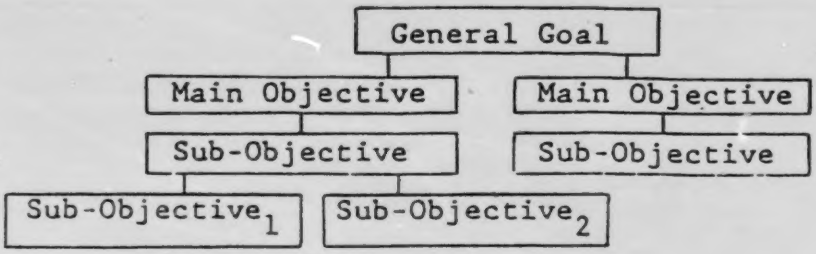
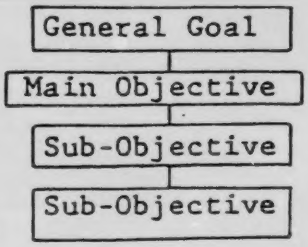
[26] Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1950), pp. 1-2.


General Goal
Main Objective
Main Objective
Sub-Objective
Sub-Objective
Sub-Objective1
Sub-Objective2


General Goal
Main Objective
Sub-Objective
Sub-Objective

The understandable outcome should be that the more sub-objectives used in the analysis of the main objective(s), the more defined is the general goal.

The interrelationship of goals, main objectives, and sub-objectives can be likened to a "ladder of means and ends."

MEANS-ENDS "LADDER"

To accomplish Z, Y must be done.

To accomplish Y, X must be done.

To accomplish X, W must be done.

To accomplish W, V must be done.

et cetera

The development of such a ladder or ladders of means and ends applies equally to what must be accomplished by students and what must be accomplished by the staff to enable students to accomplish their objectives.

Because goal statements present such broad and general targets it is difficult to measure accomplishment. However, general goal areas can be subdivided into specific, measurable objectives which can then be re-subdivided into even more precise objectives. The proficiency with which these circumscribed objectives are met determines the extent to which the general goal is measurable and effectively met. Goals, then, are general statements; whereas objectives are specific statements saying who is to do what, when and how well. Measurable objectives are the key to assessing student progress and evaluating programs.

Writing measurable objectives is made easier if a formula or set pattern is followed. One such formula is made up of the following five parts:

1. The Rationale: Why are the objectives being established?
2. The Performer: Who will execute the objectives?
3. The Conditions: Under what circumstances are the objectives to be executed?
4. The Performance: How will the objectives be executed?
5. The Standards: How are the results measured to validate whether the original objectives have been met?

An example of the use of this formula is given below.

General Goal: In order to increase institutional accountability (Rationale) the faculty and administration (Performer) with assistance from the institution's constituency (Conditions) will implement a testing program (Performance) designed to measure comparability of traditional and nontraditional degrees for the B.A. Degree (Standards).

Objective: To set up a testing program.
Rationale: To maintain a standard of evaluation.
Performer: Faculty and administration with input from constituency.
Conditions: Time frame, location, etc.
Performance: Type of test.
Standards: Evaluation techniques.

Sub-Objective: Design a test for a specific program.
Rationale: Comprehensive evaluation of learning outcomes.
Performer: Faculty, staff, etc.
Conditions: Government regulations, institutional regulations, course or program, etc.
Performance: Test
Standards: Does test measure outcomes which are comparable to traditional outcomes?

The verb or verbal expression in the "Performance" statement is the key to stating an objective in observable, measurable terms. If performance is not observable, either directly or indirectly, it is not measurable. The more specifically defined and directly observable the accomplishment of said objective, the easier the evaluation of whether or not the objective has been met.

For purposes of distinguishing between student objectives and staff objectives, two terms are suggested:

> BEHAVIORAL OBJECTIVES for Students: What students are expected to do as evidence of attaining a stated goal.
>
> OPERATIONAL OBJECTIVES for Staff: What the staff is expected to do to help students attain their objectives.

Listed below are examples of typical behavioral objectives for students. Note that all of the examples include specifics about how achievement is to be measured while more of them also include specifics about what level of achievement would be considered satisfactory. Particular levels of achievement designated in a progression of learning experiences will necessarily vary from one group of students to another. While the designation of a desired level of achievement is a crucial issue for educational decision-makers, the most important application of measuring attainment is that it guides the continuous progress of the least as well as the most capable student from one measurable objective to the next. The following are examples of behavioral objectives for students:

> Given a reading selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection.
>
> Given an instance in which man has altered his environment, the student will name positive and negative effects of the alterations.[27]

The following is an example of a typical operational objective for school staff members:

> To keep programs current in terms of student needs, the faculty will develop specific objectives for each curricular offering of the institution within the next five years.

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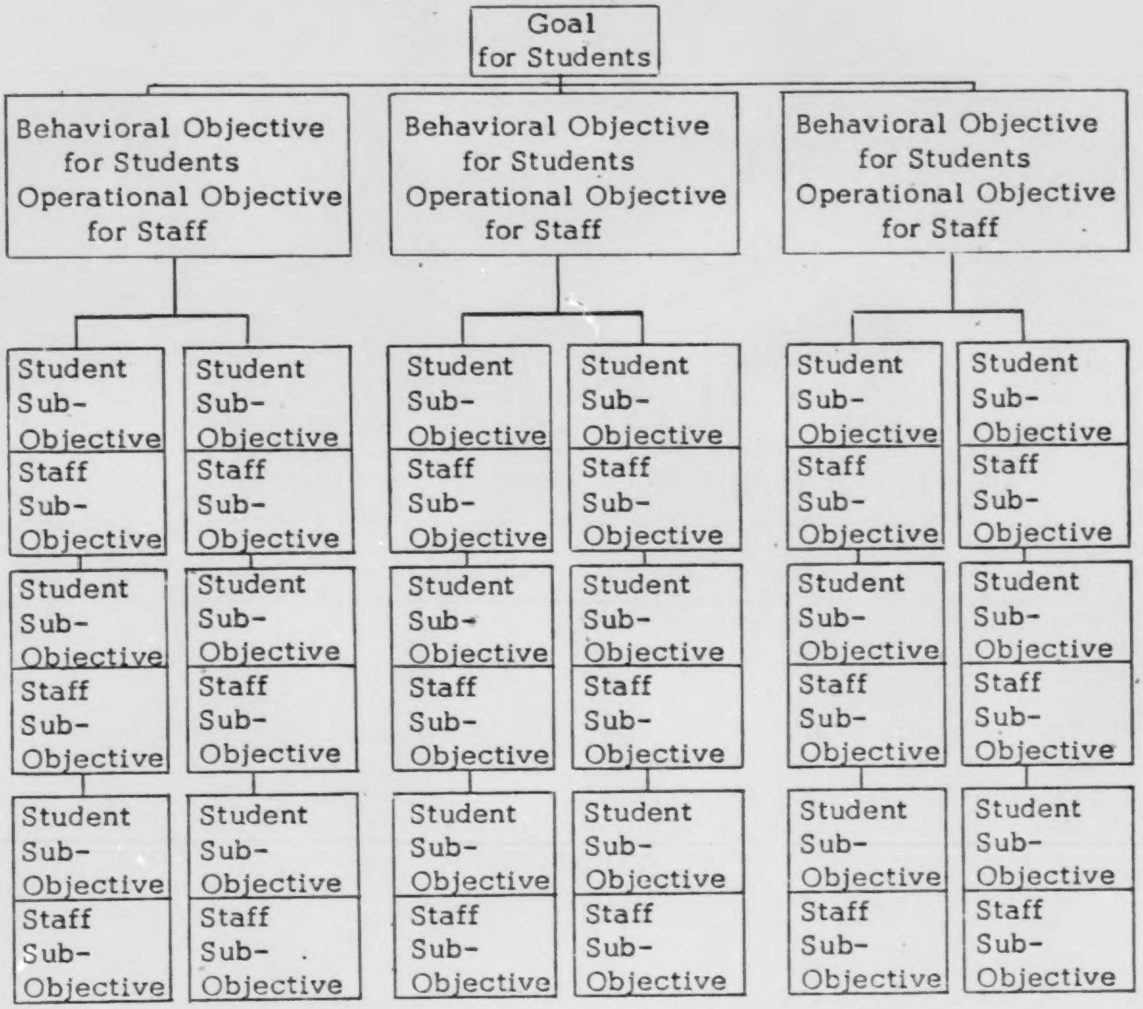
[27] From communication with Instructional Objectives Exchange, a project of The Center for the Study of Evaluation, Marvin C. Alkin, Director, UCLA Graduate School of Education, Los Angeles, California, 90024, 1972.

At every rung of the ladder of means and ends it should be asked, "If students are expected to do such and such, what should the staff be expected to do?" In terms of behavioral objectives for students and operational objectives for staff, the ladder or ladders of means and ends would look as follows:


Goal for Students
Behavioral Objective for Students Operational Objective for Staff
Behavioral Objective for Students Operational Objective for Staff
Behavioral Objective for Students Operational Objective for Staff
Student Sub-Objective
Staff Sub-Objective

For example, to develop a plan to arrive at a designated goal for the student, the following checklist of questions could be asked and plans for appropriate staff actions be made. This approach can be used at any level of student development; however, the degree of sophistication would vary drastically from level to level.

STUDENT GOAL
(Course or Offering)

Behavioral Objectives for Students

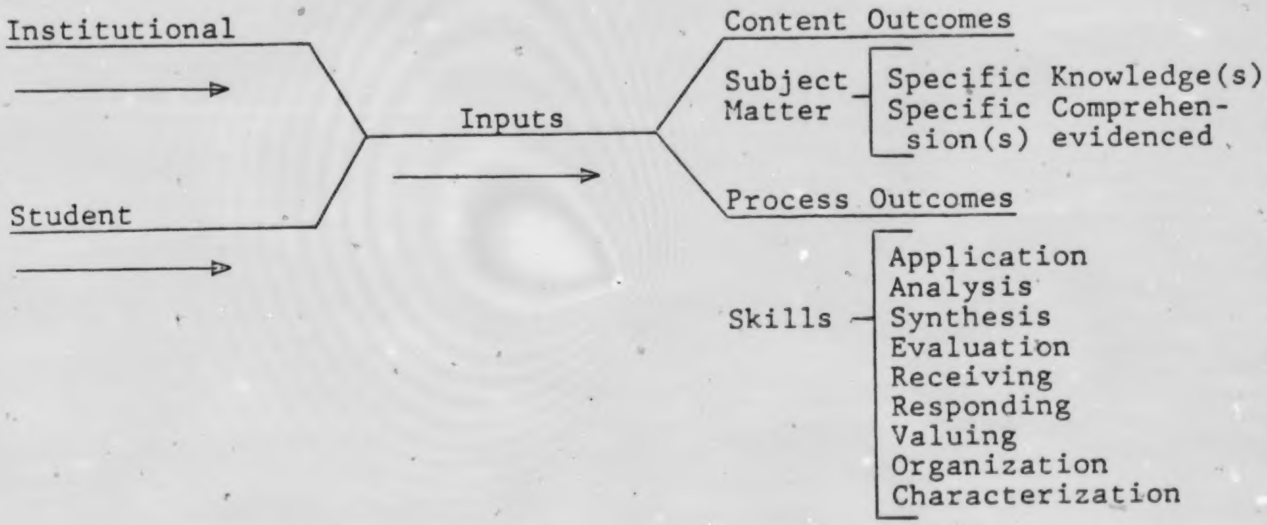
1. What knowledge should be displayed by the student which would help him to achieve this goal?
2. What skills should the student be able to perform which would help him to achieve this goal?
3. What attitudes should the student evidence which would help him to achieve this goal?

Operational Objectives for Staff

1. What mix of existing and/or new instructional practices and learning activities would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
2. What mix of existing and/or new curricular offerings would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
3. What mix of existing and/or new cocurricular offerings and school-sponsored activities would be most appropriate for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
4. What mix of existing and/or new supportive services for students would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
5. What mix of existing and/or new supportive services for staff would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
6. What mix of existing and/or new supportive services for the community would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
7. For the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above, are there any changes necessary in existing policies, rules, regulations, or practices?
8. What mix of existing and/or new management practices would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

While developing the operational and behavioral objectives, it is necessary to keep the outcomes to be generated as a primary consideration. There are two kinds of outcomes: process and content. Both kinds of outcomes are generated by institutional and/or student inputs.

OUTCOMES


Institutional
Student
Inputs
Content Outcomes
Subject Matter
Specific Knowledge(s)
Specific Comprehension(s) evidenced
Process Outcomes
Skills
Application
Analysis
Synthesis
Evaluation
Receiving
Responding
Valuing
Organization
Characterization

In order to better reach the stated objective it is necessary to decide what type(s) of outcome is desired. By appropriate goal statement, including institutional and/or student input the appropriate outcome can be attained.

Cost-Effectiveness

For an institution to maintain validity it must strive to improve the curricula and the relevancy of courses and programs offered. Besides effective educational input a stable financial base is necessary. In order to maintain a solvent institution the dollars generated must be greater than the dollars expended within the overall operation of the institution.

Income per Student
Less: Expenditure per Student
Must Equal: Positive Balance

The dollar resources available for education in a particular institution directly parallels the number of students at that institution which, in turn, becomes a function of the institution's adaptation to occupational changes within society.

The educational institution, whether traditional or nontraditional, must continue to monitor and anticipate the needs of society in education and careers, developing programs and curricula which will meet those needs.

Program development and budgeting go hand in hand. Not only do educational input and output have to be correlated but also the dollar input and output must be equally relevant. Students today want to know what they are getting for their money; learning results have become the standard of that measurement. Therefore, programs must be measured in terms of cost benefit. To spend effectively, a budget plan becomes the financial background whereby an institution can become financially prepared for educational changes. As with the Action Plan, an institution's budget plan should be continuous, comprehensive and long-range.

Once the specific measurable objectives for the institution and its educational programs have been adopted it is necessary to develop a system of budget planning that will provide a continuity of financial resources. To do this the cycle of planning should include:

(1) Identification of goals through continuous analysis with development of precision;
(2) Choosing among goals as to which are the most essential;
(3) Searching for alternative means for reaching goals most effectively at the least cost;
(4) Evaluating the results;
(5) Adding to and improving the alternative plans to reach the revised objectives;
(6) Repeating Steps 3 and 4 for additions and improvements to budget plan;
(7) Informing selves about costs for the next year and each successive year within the budget timetable.

A long-range financial forecast evolves through a continuous budget planning system whereby current changes are incorporated.

Those responsible for the financial planning of an institution should take into account for each program and each course the following evaluation questions:

(1) Can the institution meet its objectives on the basis of present budgeting provisions?
(2) Does the budget give a high enough priority to crucial problems?
(3) What activities can be curtailed or eliminated without materially effecting educational opportunities?
(4) Would expansion of present activities improve educational opportunities?

(5) What present activities are contributing their full measure to a realization of the objectives?
(6) Is the educational program balanced?
(7) Are budgets being adjusted upward to meet declining dollar values?
(8) Are there social changes which have made aspects of the educational programs obsolete?

By examining the outputs or learning results of the dollars invested, policy-makers have an opportunity to assess the total costs and benefits and then to increase or decrease allocations of resources accordingly.

An interrelationship within the programs directly coincides with the budgeted funds. Programs and budgets should be consistent with each other so that departure from the budget for a program calls for revisions within that program and vice versa.

The following items are suggested as a partial list of recommendations for improving school budgeting techniques:

1. An organized plan for school budgeting should be developed adequately step by step, by the chief administrative officer with the assistance of his professional staff. Full use should be made of all persons and groups who can help to expedite the process of developing an adequate school budget.
2. A budget calendar or time schedule should be utilized.
3. The current school budget should be prepared with the framework of a long-term budget covering a period of at least five years.
4. Good public relations should be maintained on a day-to-day basis in order to keep the entire school patronage, as well as official bodies, properly informed as to the actual educational needs of the people and how they may be met.
5. Great care should be exercised to see that both income and expenditures are not over-estimated.
6. An adequate unencumbered cash balance or operating surplus should be maintained from year to year to enable each institution to make revenues available as needed to pay current operating expenses.
7. Among other items, the school budget document should include supporting statistical data such as enrollment trends, average daily expenses, number of positions, and average salary trends.
8. Ethical accounting and auditing standards must be consistently used in the financial record-keeping procedures. At any given time an institution must

be able to know its financial condition and adjust the budget accordingly.

9. A copy of the proposed budget may be submitted to the State Department of Education (in some states, the State Department of Education may require this documentation).
10. An audited (for maximum effectiveness internally and externally), annual financial report showing the condition of income and expenditures for the immediately previous fiscal year should be kept on file at the institution. (Again, a copy of the financial report may be or may have to be submitted to the State Department of Education; a copy must be submitted to the Association as a requirement for status affiliation.)

A budgetary framework and sound accounting practices are the tools of a solvent, stable financial base which through practice evolve into a viable, long-range system for analyzing the benefits of the educational dollar. By developing an expertise in budget planning and relating actual costs to learning activities an institution adjusts and gradually improves its learning and financial outcomes.

Summary

Effective curriculum planning should be a cooperative effort involving group decision-making. This group will have common goals; adequate representation and organization; competent leadership; open and clear communication; use of relevant data; and adequate time and facilities for planning. Within good curriculum planning should be included affirmative responses to these questions as adapted from Saylor and Alexander.[28]

1. Are the goals of the school clearly stated and defined being understood by all involved in curriculum design?
2. Are goals well-balanced, sufficiently comprehensive and realistic?
3. Are there provisions for modifying, adding and deleting goals as needed?
4. Does the learning evolve from dependent to self-directed?
5. Do students and instructors mutually understand specific plans within the total curriculum? Do students participate in curriculum planning?
6. Are related goals grouped accordingly? Are the learning opportunities selected appropriate for achieving these goals at each level? Have learning opportunities been assessed to see if they reach stated

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[28] J. Galen Saylor and William M. Alexander, Planning Curriculum for Schools (New York: Holt, Rinehart and Winston, Inc., 1974) pp. 44-45.

goals?

7. Are the learning opportunities the best choices? Are all learning opportunities utilized? Are all resources utilized?
8. Are learning opportunities planned relevant to student and social needs?
9. Is the curriculum plan comprehensive for the learning program offered?
10. Does the planning group represent all persons concerned?
11. Is adequate feedback from students provided for within the plan?
12. Is there a research group which systematically monitors and evaluates the plan looking for problems and solutions?
13. Is flexibility within the curriculum design apparent?
14. Is there a budgeting/accounting system operating to permit optimum cost-effectiveness?

A curriculum plan is comprised of a sequence of objectives designed to achieve a major goal. The objectives must be selective and well-defined in order to allow for measurability. Each objective for student and staff should include specific identification of (A) who (the performer), (B) is to do what (the performance), and (C) how attainment is to be measured (the standards). All staff objectives--all actions taken in the areas of instructional and management practices, curricular and cocurricular offerings, supportive services, and institutional policies--are means to achieve the major goal(s). A critical goal for the institution and student alike is a favorable behavioral change on the part of the student, dependent upon a favorable change of knowledge, skills, or attitudes. Being specific about the desired levels of attainment for students and staff accomplishes two purposes: (1) it analyzes "how we are to get from where we are to where we want to be" and (2) it specifies "how we will know" whether or not progress is being made. Measurable objectives for students and staff are thus built into the development of the Action Plan, constituting the assessment design for the plan.

ASSESSMENT DESIGN

Student evaluation is the process of gathering, recording, and interpreting data which will indicate the extent to which stated behavioral objectives for students have been attained. Whereas, staff evaluation is the process of gathering, recording, and interpreting data which will indicate the extent to which stated operational objectives for staff have been implemented.

Basically, it is the programs which are being evaluated, not the students. Specifically, the extent to which a student succeeds or fails is a measure of the extent to which a given program has succeeded or failed for that student (provided there has been a valid learning attempt by the student). Programs and courses are successful when they help students to acquire the knowledges, skills, and attitudes necessary to meet their needs or goals. When a course fails to meet student needs, it is more precise to say that the course has failed the student than it is to say that the student has failed the course.

Evaluation is a means for determining the extent to which desired results and actual results coincide. Each stated objective for student and staff is an evaluation checkpoint for determining progress to that point. Checking the accomplishment of both intermediate and terminal objectives results in a system of continuous evaluation. Such continuous evaluation of student and staff performance provides the necessary feedback for making timely revision in the program to meet the needs of students.

The reduction or complete omission of the opportunity for group testing and observation of student performance in formal group (class) settings is of intentional design in nontraditional education. Therefore, a corresponding stress is placed upon the adequacy of the design of assessment modes which must compensate for this deliberately reduced exposure of learner to examiner-evaluator. For these reasons, the design and construction of examinations are critical to the value and credibility of non-traditional education through certifiable performance.

Comprehensive and representative samplings of competencies in each degree program can be selected for performance objectives and learning activities as well as for test items in the assessment design by placing checks (X) in the cells of a specifications matrix adapted to the content area(s) concerned (see pages 138 through 141).

Sampling is made across the content rows and down the behavior columns to include the desired ingredients for test items. Desired ingredients should include the following:

1. Assessment for Certification of Performance which requires sampling of a complex of ultimate (summative) behavior in the ultimate (summative) levels of content expected in a profession.

2. Assessment for Prediction and Grading which requires single scores or composite scores (summation) derived from separate components or units within a competency (content) area.

3. Assessment for Feedback which requires purposeful

sampling for a formative evaluation of content and behaviors for prescriptive learning as needed following a report of progress to the student in subsequent remediation of deficiencies.

The Specifications Matrix on the following pages is provided as an example with content themes in Learning Theory as a likely competency area in a graduate degree program in Psychology.[29]

The performance behaviors in the example matrix are comprehensive over the levels and subcategories of the cognitive, affective, and psychomotor learning domains.

The kinds of performance objectives and test items actually constructed will vary according to the nature of the behavior and content involved in each performance being elicited and assessed. Examples of the principal types and conditions of performance objectives and test items are given in Section IV, Elements Six and Ten (see pages 54 through 60 and 81 through 106, respectively).

Using a specifications matrix can facilitate planners and evaluators in the crucial process of matching objectives with appropriate measurement techniques. Successful use of a specifications matrix is evidenced through demonstration by the student of the desired performance behavior(s).

The examples of objectives given as guidelines in this Handbook have involved direct observation of performance by students. This type of objective-referenced evaluation does not depend upon norms indicating the average or median achievement of the group concerned. Objective-referenced evaluation, often referred to as criterion-referenced evaluation, determines the "can do" or "can't do" achievement of the individual or group being evaluated. Norm-referenced evaluation determines the average achievement of the group being evaluated with the individual's score being reported in relation to a national or local norm. A combination of objective-referenced and norm-referenced measurement can be used. In either case, evaluation depends upon establishing a justifiable standard of measurement for reporting and comparing gains or losses.

The number of evaluation techniques and instruments is extensive. The range of choices includes standardized achievement and aptitude tests to (continued on page 141)

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[29] For more information concerning Learning Theory see: Ernest R. Hilgard and Gordon H. Bower, Theories of Learning (4th ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975).

SPECIFICATIONS MATRIX

PERFORMANCE BEHAVIORS CONTENT	A.00 Knowledge (Cognitive)	A.10 of Specifics	A.11 of Terminology	A.12 of Specific Facts	A.20 of Ways and Means with Specifics	A.21 of Conventions	A.22 of Trends and Sequences	A.23 of Classifications and Categories	A.24 of Criteria	A.25 of Methodology	A.30 of Universals and Abstractions	A.31 of Principles and Generalizations	A.32 of Theories and Structures
1.00 Learning Theory													
2.00 History & Origins													
3.00 Characterization of Learning													
4.00 Rational Theory													
5.00 Empirical Theory													
6.00 Temporal & Spatial Factors													
7.00 Criterion Questions													
7.10 Limits in Learning?													
7.20 Role of Practice?													
7.30 Drive, Incentives, Rewards, & Punishments?													
7.40 Understanding & Insight?													
7.50 Transfer of Training?													
7.60 Significance of Memory?													
8.00 Controversial/Divisive Issues													
8.10 SR vs. Cognitive Theories													
8.20 Learned vs. Inhibitory Extinction													
8.30 Gradual vs. Jumpwise Learning													
8.40 One vs. Many Kinds of Learning													
9.00 Discrete Theories of Learning													
9.10 Connectionism													
9.20 Classical Conditioning													
9.30 Contiguous Conditioning													
9.40 Operant Conditioning													
9.50 Sign Learning													
9.60 Systematic Behavior													
9.70 Gestalt													
9.80 Functionalism													
9.90 Developmental Psychology													
9.91 Psychodynamics													
9.92 Mathematical Learning													
9.93 Information-Processing													
10.00 Implications for Instruction													

																																B.00 Intellectual Abilities & Skills (Cognitive)
																																B.10 Comprehension
																																B.11 Translation
																																B.12 Interpretation
																																B.13 Extrapolation
																																B.20 Application
																																B.30 Analysis
																																B.31 of Elements
																																B.32 of Relationships
																																B.33 of Organizational Principles
																																B.40 Synthesis
																																B.41 Production of a Unique Communication
																																B.42 Production of a Plan or Proposed Set of Operations
																																B.43 Derivation of a Set of Abstract Relations
																																B.50 Evaluation
																																B.51 Judgments in Terms of Internal Evidence
																																B.52 Judgments in Terms of External Criteria
																																C.00 Affective Behavior
																																C.10 Receiving (Attending)
																																C.11 Awareness
																																C.12 Willingness to Receive
																																C.13 Controlled or Selected Attention
																																C.20 Responding
																																C.21 Acquiescence in Responding
																																C.22 Willingness to Respond
																																C.23 Satisfaction in Response

SPECIFICATIONS MATRIX
(Continued)

PERFORMANCE BEHAVIORS CONTENT	C.30 Valuing	C.31 Acceptance of a Value	C.32 Preference for a Value	C.33 Commitment (Conviction)	C.40 Organization	C.41 Conceptualization of a Value	C.42 Organization of a Value System	C.50 Characterization by a Value or Value Complex	C.51 Generalized Set	C.52 Characterization[30]	D.00 Psychomotor Performance
1.00 Learning Theory											
2.00 History & Origins											
3.00 Characterization of Learning											
4.00 Rational Theory											
5.00 Empirical Theory											
6.00 Temporal & Spatial Factors											
7.00 Criterion Questions											
7.10 Limits in Learning?											
7.20 Role of Practice?											
7.30 Drive, Incentives, Rewards, & Punishments?											
7.40 Understandings & Insight?											
7.50 Transfer of Training?											
7.60 Significance of Memory?											
8.00 Controversial/Divisive Issues											
8.10 SR vs. Cognitive Theories											
8.20 Learned vs. Inhibitory Extinction											
8.30 Gradual vs. Jumpwise Learning											
8.40 One vs. Many Kinds of Learning											
9.00 Discrete Theories of Learning											
9.10 Connectionism											
9.20 Classical Conditioning											
9.30 Contiguous Conditioning											
9.40 Operant Conditioning											
9.50 Sign Learning											
9.60 Systematic Behavior											
9.70 Gestalt											
9.80 Functionalism											
9.90 Developmental Psychology											
9.91 Psychodynamics											
9.92 Mathematical Learning											
9.93 Information-Processing											
10.00 Implications for Instruction											

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[30] Taxonomy for cognitive and affective domains from Bloom, 1956 and Krathwohl, 1964.

D.10 Reflex Movements	D.20 Basic Fundamental Movements	D.21 Locomotor	D.22 Nonlocomotor	D.23 Manipulative	D.30 Perceptual Abilities	D.31 Kinesthetic Discrimination	D.32 Visual Discrimination	D.33 Auditory Discrimination	D.34 Tactile Discrimination	D.35 Coordinated Abilities	D.40 Physical Abilities	D.41 Endurance	D.42 Strength	D.43 Flexibility	D.44 Agility	D.50 Skilled Movements	D.51 Simple Adaptive Skill	D.52 Compound Adaptive Skill	D.53 Complex Adaptive Skill	D.60 Nondiscursive Communication	D.61 Expressive Movement	D.62 Interpretive Movement[31]	

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[31] Taxonomy for psychomotor domain from Harrow, 1972.

measure knowledge, skills, and abilities. To measure attitude and creativity there are attitude scales, creativity scales, social interaction scales, motivation scales, personality inventories, and self-concept rating instruments. Other techniques for analyzing attitude and self-expression are word association exercises, sentence completion, story completion, and role-playing. Cumulative records, anecdotal records, case studies, individual group conferences, interviews, questionnaires, and opinion polls all have a part to play in evaluation. Surveys and follow-up studies of dropouts, job and college success, et cetera also play a part in a comprehensive evaluation system. The methods of measurement will vary depending upon the objectives.

However, in any evaluation program, the student is the central figure. Unless evaluation is used to further the student's educational achievement by improving existing programs or introducing needed programs it has not gone far enough. The evaluation design itself can be evaluated in terms of the extent to which it results in improved teaching-learning practices, curricular and cocurricular programs, supporting services for students, staff and society, institutional policies and practices, and management practices. In turn, improvement in these operational areas is determined by the extent to which the student's achievement is improved and his or her educational needs are met.

APPROVAL

The questions, "Where Are We?," "Where Do We Want To Be?," "How Do We Get There?," and "How Will We Know?" have been answered. Needs have been identified, goals and objectives have been selected, implementation programs have been developed, and evaluation procedures have been designed. The functions necessary for developing a comprehensive, continuous, and long-range educational plan have been completed.

The elements of an Action Plan committing the institution to implementing the Plan should now be drafted by the institution in accordance with the standards for accreditation, and submitted to the Office of the Executive Director of the National Association of Private, Nontraditional Schools and Colleges. The Executive Director will be responsible for the Association's review of the Action Plan and its submission to the Commission on Postsecondary Education and the Board of Trustees. The designated accreditation contract review committee will evaluate proposed Action Plans on the basis of the following checklist:

1. The extent of institutional-constituency involvement in the development of the improvement plan
2. The thoroughness with which present needs were analyzed
3. The thoroughness with which future goals and objectives were determined

4. The thoroughness with which improvement plans were developed
5. The thoroughness with which evaluation procedures were developed.

Agreement to the contract and the implementation-validation of the Action Plan's commitments at each of the pre-accreditation stages constitute Accreditation by Contract.

IMPLEMENTATION

An Action Plan for educational improvement based upon specific, measurable objectives makes it possible to take timely action on the basis of measured progress toward these objectives. That is, a plan based upon measurable objectives makes it possible to manage the plan on the basis of the stated objectives. Management-by-objectives is the core of the contractual plan implementation for educational improvement. Each objective for student and staff constitutes a checkpoint for the implementation of the plan. In turn, the action taken at each checkpoint is dependent upon continuous feedback or evaluation concerning progress to that point. Continuous evaluation and management-by-objectives are therefore inseparable. Commitment to Accreditation by Contract is, then, a commitment to the implementation of planned educational improvement based on continuous evaluation and management by student and staff objectives.

ACCREDITATION AND REACCREDITATION

Once the Action Plan has been approved and implemented, the on-site evaluation must take place for validation of all elements and for accreditation to be granted. The planning, procedures, and report of the on-site visit for this purpose as well as for reaccreditation are similar to those of the initial on-site visit (see Section III, pages 38-42). The on-site visit for accreditation is required for comprehensive validation of the candidate institution's full implementation of all elements and standards of the Action Plan. The team for this visit will require more members than in the initial visiting team in order to adequately assess the implementation of the institution's developed programs. The standards and maintenance of all elements in the Accreditation Contract also apply to institutions requesting reaccreditation. In both cases, accreditation or reaccreditation, the visiting team shall have access to the institution's initial on-site visit report (if applicable), the institution's response, and all three stages of the Action Plan document as well as all other documentation of the institution's developments including the annual reports.

Accredited status is granted initially for a period of five (5) years with reaccreditation continuing in five year increments. During each span of five years, a year-by-year extension is granted based upon a review of the annual written report prepared by the institution and submitted to the Commission.

Institutions having achieved accreditation through the full implementation, validation, and approval of all elements of their Action Plan for accreditation are required to submit an annual report containing the following:

1. The most recent financial report prepared by a Certified Public Accountant;
2. Current statistical information (number of students enrolled, numbers and types of degrees conferred by discipline, et cetera);
3. Developments in the areas of concern previously noted in the on-site evaluation report or by the Commission or its representatives;
4. An itemized commentary of the institution's continued development, maintenance, and refinement of all standards within the IX Eligibility Criteria;
5. Commentary on new programs, future plans, progress, and other developments in accordance with contract standards.

NOTE: The Annual Report should be concise and not more than ten to fifteen pages in length.

An on-site visit to the accredited institution is conducted by a visiting team appointed by the Association every fourth year of each five year accreditation or reaccreditation period in order to review the progress, performance, strengths, weaknesses, et cetera of that particular institution. Failure of the institution to implement, maintain, and continuously update the elements of its approved Contract in terms of Association guidelines will result in the institution being placed on probation with a possible loss of accreditation and membership in the Association.

Institutions fully accredited by the Association are subject to the annual dues and fee schedule as published in Appendix C.

Summary

The guidelines and compulsory criteria and standards for Accreditation status with the NAPNSC have been established. The Association believes that Accreditation status promotes a reciprocal responsibility between the Association and the institution; each is held accountable to each other and to society as a whole for assurance of quality in education.

SECTION VI

CONCLUSION

The nontraditional education movement provides a comparable alternative to traditional education systems. The final outcomes of both traditional and nontraditional institutions should place emphasis on the validity and excellence of the education offered.

The Association believes that the Accreditation by Contract process, when properly implemented, will produce qualitative learning. The Accreditation Contract process provides for:

1. A clearly defined nature of the institution;
2. A thoroughly developed set of goals and objectives which coincide with the institution's educational philosophies;
3. Coordination and direction;
4. Assistance in helping the institution identify and define roles, responsibilities, and program goals and objectives;

all of which result in educational accountability.

Encompassed within the Association's accreditation process are inherently related factors of goal accomplishment and measurable, assessable performance (outcomes) with a greater emphasis on effectiveness of the educational experience and less emphasis on the form, structure, and delivery systems employed.

The Association maintains that performance criteria used by member institutions reasonably assure graduates of competence in the area for which they are being prepared, and that effective measurement instruments which assess student's learning outcomes reveal a comparability with the known competencies of traditional educational modes.

Accreditation itself connotes credibility and continuation through quality control and increased validity. It is through the accreditation process that the Association seeks to maintain educational and financial stability and ultimately continuation of quality education through nontraditional means.

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- APPENDICES -

APPENDIX A

COMMISSION ON POSTSECONDARY EDUCATION

NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL SCHOOLS AND COLLEGES

APPLICATION ELIGIBILITY ASSESSMENT

for

____ Correspondent Status

____ Recognized Candidate for Accreditation

____ Accreditation Status

Date: ____________________________

General Information:

. Official Name of Institution ______________________________________
____

2. Address of Institution ____
____

3. Telephone: Area Code ___________ Number ___________________________

. Name of Chief Administrative Officer ______________________________
Title ____
Attach resume of chief administrative officer to this application.

5. Corporation: ____ Proprietary

____ Nonprofit (IRS Approval) - Sec. 501(c)(3)
(Provide IRS 501(c)(3) letter of determination.)

____ Nonprofit (Non-IRS Approved)

Name of Owning Corporation ____________________________________
Name of Corporate President ___________________________________

6. Is the institution operating as a franchisee of the parent body?
____ Yes ____ No; if yes, name of parent body ______________________
____

7. Date of original establishment of the institition _______________

8. Date of acquisition by present ownership _________________________
Give year of establishment by present form of ownership __________

APPLICATION ELIGIBILITY ASSESSMENT (Continued)

9. This institution is: ___ licensed ___ chartered ___ registered ___ other - specify ______________________________

By what agencies or authorities? ______________________________
____
____

Institution continuously operated since what date? ______________

10. Has this institution ever before been accredited by this Commission? ____Yes ____No.

11. If the institution is now accredited by some other accrediting agency, indicate the agency and the level or classification in which accreditation has been granted: ______________________________
____
____

12. Has this institution ever applied for accreditation? ___Yes ___No. Name of agency ______________________________
____

13. Is this institution or any of its components accredited by another accrediting agency? ____Yes ____No. If yes, please give details:
____
____

14. Is any other activity conducted at this specific location? ___Yes ___No. If yes, specify ______________________________
____

If yes, activity operated by same management as school? __Yes___No.

15. Attach a listing of the Board of Directors, Trustees, etc.

16. Is any legal action of any type now pending for or against this institution? ___Yes ___No. If yes, give details ______________
____
____

17. Do you publish a catalog? ____Yes ____No. If yes, how often? ______
______________________ Date of last publication ______________
If yes, please enclose the latest publication with this form.

Students:

18. What is the present number of regularly enrolled full-time students? ______________ Number of part-time students? ______________

19. What percentage of total enrollment comprises full-time regularly enrolled male students? __________% What is the percentage of male students attending on a part-time basis? ______________________%

PPLICATION ELIGIBILITY ASSESSMENT (Continued)

uestion 19 (Continued):

What is the percentage of full-time regularly enrolled female students?__________% What is the percentage of female students attending on a part-time basis?___________% What is the percentage of the total student body enrolled in non-business related programs?____________%

20. If, as of this reporting date, enrollment at your institution is not at a maximum, at what time of the year is maximum enrollment? _________________________________ By what percentage would this exceed the total enrollment given in Question 19?_______________%

egrees:

21. Enter here the degree programs offered by your institution, beginning with that which requires the greatest length of time for completion successively following with degree programs by descending order of length. (Use and attach additional sheets if necessary.)

Name of Degree Program	LENGTH OF PROGRAM		Prerequisite Enrollment	
	In Months (Minimum)	In hours — Denote clock, quarter, or semester hrs.	Full-Time	Part-Time
a.				
b.				
c.				
d.				
e.				
f.				

22. Enter here all special programs and individual courses indicating the name, length, and current enrollment of all such programs and courses.

Name of Program or Course	LENGTH OF PROGRAM		CURRENT ENROLLMENT	
	In Months	In hours — quarter, or semeter hrs.	Full-Time	Part-Time

APPLICATION ELIGIBILITY ASSESSMENT (Continued)

23. How many students have completed degree programs during the past academic year? ____________________ If degrees were issued, indicate type(s) and number of degrees awarded:

Associate: ____

Baccalaureate: ____

Master's: ____

Doctorate: ____

24. Indicate the name and attach a copy of the state authority for the degrees offered ____

Physical Plant and Resources:

25. How many rooms in the school are used exclusively for instruction? ______________________________ How many other rooms - libraries, offices, lounges, etc. - are available and used? ____________________ During the past 12 months, has there been an increase or decrease in the instructional space available and used? ____ Increase ____ Decrease ____ No Change

26. Does the school have a library? ____Yes ____No. Total number of volumes ________________________ How many of these are directly related to courses now being taught? ____________________________ How many general reference volumes (dictionaries, encyclopedia, etc. are available? ____________________ Who is in charge of the library? ______________________________ ____Full-time? ____Part-time? Are the books catalogued in one of the standard reference systems? ____Yes ____No. If yes, which system is used? ____________________ During the past 12 months, what was the total expenditure for the library? $____________________ What was the total expenditure for books? $____________________ For periodicals? $____________________ Audio and visual equipment are considered library materials. Please complete the attached Summary Sheet I indicating available equipment. Is the library located in a room or rooms specifically set aside and designated for that purpose? ____Yes ____No. Is the library easily accessible to students and faculty? ____Yes ____No. If the school does not have a library, what provision has been made for library resources accessible to all students served? ____________

PLICATION ELIGIBILITY ASSESSMENT (Continued)

culty and Staff:

Considering the staff as a whole, how many devote full time to administration? ____ How many others devote part of their time to administration? ____ How many "field representatives" are employed full-time? ____ Part-time? ____ These "representatives" are reimbursed by: ____Commission ____Salary ____Both ____Other

How many full-time faculty members, with a primary responsibility for instruction, are employed as of this date? ____ How many part-time faculty members (do not include in this figure any reported under Question 27)? ____ Of the full-time faculty, how many hold a Master's or higher degree from an accredited institution? ____ How many do not? ____ During the past 12 months, has there been any change in the number of full-time faculty members? ____ Yes ____No. If yes, please explain ____

____

Of full-time faculty members employed during the past 12 months, how many have a standard baccalaureate degree from an accredited institution? Master's degree? ____ Doctor's degree? ____ Please complete Summary Sheets II, III, and IV attached hereto.

With what professional associations is the school or its faculty and administration currently identified? ____

____

____

____

____

What percentage of gross income for the last fiscal year was devoted to: faculty salaries? ____% administrators' salaries? ____% salaries of field representatives? ____% educational resources (library, audio-visual equipment)? ____%

plication Assessment Fee:

An assessment fee of $250 is required from those institutions making initial application; this fee is not applicable to those institutions requesting continuance of accreditation.

____ $250 check is enclosed (nonrefundable but deductible from published on-site visit fee within one year from date of this application). Check should be made payable to: NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL SCHOOLS AND COLLEGES.

APPLICATION ELIGIBILITY ASSESSMENT (Continued)

I hereby certify that all information contained herein and all reports submitted in conjunction with this assessment form are correct and represent the true status of the institution, to the best of my knowledge, as of this _____ day of _________________, 19_____.

Signed: ______________________________
____
Official Title: ______________________
____

Submit to: Executive Director
NAPNSC
1129 Colorado Avenue
Suite 320
Grand Junction, Colorado 81501

SUMMARY SHEET I

INVENTORY OF EQUIPMENT

Name of institution ______________________________

Address ______________________________

Indicate Leased (L) or Off-premise (O) equipment.

Office Equipment	Number	Average Age
______________________	____	______
______________________	____	______
______________________	____	______
Other Business Machines (list)		
______________________	____	______
______________________	____	______
______________________	____	______
______________________	____	______
______________________	____	______
Audio-visual Equipment		
______________________	____	______
______________________	____	______
______________________	____	______
______________________	____	______
______________________	____	______
Other Instructional Equipment		
______________________	____	______
______________________	____	______
______________________	____	______
______________________	____	______
______________________	____	______

Date: ______________ Signed: ______________________

SUMMARY SHEET II

Administrative Personnel, Full Time and/or Part Time

PLEASE USE TYPEWRITER

NAME OF SCHOOL ____________

CITY, STATE ____________

List all persons whose responsibilities are primarily Administrative

NAME	Position or Title	Highest Degree Held	Institution Granting Degree	Percent of Time Devoted to Administration	Other Duties (List)	Percent of Time Devoted To Each	Approximate Salary Per Month	Date of First Employment By This School	
								Mo.	Yr.

179

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This report is prepared

Faculty Personnel, Full Time Only

PLEASE USE TYPEWRITER

List all persons
whose responsibilities
are primarily Instructional

NAME OF SCHOOL ____________________

CITY, STATE ____________________

NAME	Subjects Taught	Highest Degree Held	Institution Granting Degree	Percent of Time Devoted to Instruction		Other Duties (List)	Salary[1]		Date of First Employment By This School	
				Under Graduate	Graduate		$	Per	Mo.	Yr.

[1] Per day, week, month, or year (indicate which)

18

This report is prepared

as of ____________________ (date)

by ____________________

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SUMMARY SHEET IV

Faculty Personnel, Part Time Only

List all persons whose responsibilities are primarily Instructional

PLEASE USE TYPEWRITER

NAME OF SCHOOL ____________

CITY, STATE ____________

NAME	Subjects Taught	Highest Degree Held	Institution Granting Degree	Percent of Time Directed to Instruction Number of Students		Other Duties and Locations	Salary [1]		Date of First Employment By This School	
				Under Graduate	Graduate		$	Per	Mo.	Yr.

This report is prepared as of ____________ (date)

---

[1] Per day, week, month, or year (indicate which)

APPENDIX B

COMMISSION ON POSTSECONDARY EDUCATION OF THE NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL SCHOOLS AND COLLEGES

STUDENT RECORD CHECKLIST

Essential Data

One of the distinguishing characteristics of a "quality" institution is the fact that its student records are complete and efficiently organized. Although it is left to each individual institution to determine the form in which the required data is recorded, the elements of data listed and described here are those considered essential in identification of enrolled students.

It is recommended that the listed data be routinely collected for all students and stored in such a way as to be readily available upon request. No effort is made to suggest methods of collecting or storing these data, as these are matters that are determined by local conditions. Of course attention should be given to the safety of the records and the prevention of their loss by fire or theft.

These data are arranged for the purpose of logical analysis in groups as follows:

1. Personal information about the student.
2. Information about the educational past of the student.
3. Description of the current educational program of the student.
4. Information about the future plans and objectives of the student.

Data need not necessarily be collected according to these groups, nor is it necessary that all the data be stored on the same document. The point is reemphasized that these are the minimum data that should be routinely collected, stored, and made available, in order for an institution to be well informed about the students it serves, and in order to be able to respond promptly and accurately to questions about its educational effort, insofar as this may be reflected by a description of the characteristics of its student body. (It should be noted that material appearing in the following listing enclosed within parentheses is considered to be optional but not required although, in many instances, desirable.)

PERSONAL DATA

	Data	Remarks
1.	Name	Full legal name, normally that contained on birth certificate. A change in name may result from marriage, court order, or other recognized means. If changed after initial admission, the original and new name are cross-referenced.
2.	Date of Birth	Month, day, and year of birth. (Place of birth.)
3.	Sex	Male or female.
4.	Marital Status	Single or married. (Divorced.) If married, specify if married to another enrolled student. (Also, if married, number of children.)
5.	Geographic Origin	Home town, county, state, or country. In general, this means the location in which the student resided immediately prior to his initial registration at an institution, or in which his parents are presently domiciled.
6.	State or Federal Benefits	Public law under which student is receiving educational benefits.
7.	Residence	Resident or non-resident. Refer to "Geographic Origin." Not to be confused with resident in its meaning of "living on campus."
8.	Local Address	Where student lives while attending school. With parents, with relatives, in rented room in a private home, in an apartment, fraternity or sorority, or dormitory. Commuting or living near the campus. Living in institutional or privately owned housing.
9.	Sources of Financial Support	Scholarship, loan, part-time job earnings, savings, family, relatives, and so forth.
10.	Social Security Number	Where student numbers are used such numbers may replace the Social Security Number.

HISTORICAL-EDUCATIONAL DATA

11.	Institution(s) Previously Attended	Last secondary school and all colleges and/or universities attended, with dates of attendance at current institution.
12.	Amount of Advanced Standing Credit	For previous college work or advanced placement examination:

Data	Remarks
	a. accepted as successfully completed. (b. allowed toward present educational objective.)
13. Previous Degrees and/or Certificates	
14. Scores on Standardized Tests	Description of tests, norms, date of administration.
15. Official Transcripts	Transcripts from all institutions previously attended.

CURRENT EDUCATIONAL PROGRAM OF THE STUDENT

16. Administrative Subdivisions to Which Student is Assigned	College, school, division, department, or curriculum.
17. When, Where, and How Work Is Taken	Semester, trimester, quarter, summer session, term, session; program of current enrollment. Main campus, branch campus, extension center, day classes, night classes, co-operative plan, foreign study programs, radio or television, special examination, independent study, on-campus, off-campus, etc.
18. "Year Level" of Student	Freshman, sophomore, junior, senior or first year, second year, third year, fourth year, fifth year, etc. Should show as nearly as possible, to the nearest year, the relative position in which a student is located in his curriculum.
19. Amount of Load Carried by the Student	Semester hours, quarter hours, clock hours, courses, etc.
20. Full-time Versus Part-time	Normally derived from "load." Precise definition, although arbitrary and subject to considerable disagreement, can be made from careful choice of fundamental data.
21. Quality of Work Being Done by the Student	Cumulative grade-point average, rank in classes yearly or overall.

FUTURE PLANS OF THE STUDENT

	Data	Remarks
22.	Degree Program on Which the Student Is Working and When Completion Is Expected	This is to assist in differentiating between regular and special or unclassified, or non-matriculated students. The projected date of graduation may assist clarifying "year level."
23.	Intended (or Present) Major(s)	Not necessarily the same as curriculum; may be multiple.
24.	Plans for Further Study	May differ from major and curriculum; may even be pure speculation.
25.	Intended Vocation.	

GENERAL REQUIREMENTS

Student records should be consistently maintained. It is advised that the following data be included within student record information.

26.	All applications	Within this data should be included all applications which were rejected and the rationale for said decision.
27.	Admission Decisions	Include all data pertinent to the decision to admit each student. If graduate level student, this should include criteria and judgment used for admission.
28.	Enrollment	Include current enrollment, voluntary withdrawals, and administrative terminations.
29.	Degrees Awarded	Include types of degrees and areas of specialization. Include the time required to earn each type of degree.

APPENDIX C

FEES AND DUES

Initial Application Fee to accompany Application Eligibility Assessment	$ 250.00
On Site Evaluation Visits:	
Correspondent or Candidate Status	1,800.00
Initial Accreditation	3,600.00
Reaccreditation	3,600.00
Biennial Visits	1,200.00
Consultant Services:	
Each consultant shall receive travel and per diem living expenses plus a per diem consultant's fee of	250.00
Visiting Team Member Honorarium:	
Each team member shall receive travel and per diem living expenses plus a per visit fee of	120.00
Annual Membership Dues:	
Correspondent or Candidate Status	300.00
Accredited Member	1,800.00
Monthly Support Payments:	
Correspondent, Candidate, or Accreditation Status	300.00

APPENDIX D

NAPNSC GUIDELINES AND QUESTIONS FOR INTERVIEWS CONDUCTED BY ON-SITE EVALUATION TEAM MEMBERS

The following types of questions are suggested for team personnel when conducting interviews during on-site evaluation visits of prospective and member institutions.

I. Assessment of Learning Outcomes

A. Who prepares, administers and evaluates:
1. diagnostic examinations?
2. special competency examinations?
3. specific program examinations?
4. challenge examinations for specific course credit?
5. comprehensive examinations?

B. Who determines the validity, measures the reliability, performs individual item analysis for discrimination and difficulty indices and, thereby, continually revises and upgrades the quality of your institution's testing program?

C. What are the minimum standards of acceptable performance in your testing program? What is the rationale for these minimums?

D. What are your modes of assessment of student knowledge, performance, and competency? Specifically describe these.

II. Student Record Policy and Procedure

A. What is your institution's policy regarding the filing, accessibility and confidentiality of the completed comprehensive examinations of your students who have completed their degree program? Are your files complete in this regard? If not, why?

B. What is your institution's policy regarding the filing, evaluation and reference to transcripts of previous academic work completed by students in your degree programs? Are your files complete in this regard? If not, why?

C. Are student record-keeping procedures in evidence and standardized?

III. Institutional Conceptualization of the Role of Higher Education

A. Do (you as)(the) students at (this)(your) institution understand what graduate study is as contrasted with

INTERVIEW GUIDELINES AND QUESTIONS (Continued)

undergraduate study? Please elaborate.

B. Do (you as)(the) instructors at (this)(your) institution understand what graduate study is as contrasted with undergraduate study? Please elaborate.

C. Do (you as)(the) administrators at (this)(your) institution understand what graduate study is an contrasted with undergraduate study? Please elaborate.

D. Is your institution a business corporation imparting a body of subject matter by rote or is it an institution of higher learning educating people in the competencies required for their academic or professional objectives? Please elaborate.

IV. Student Admission Policy and Procedure and Remediation of Needed Basic and/or Liberal Education Skills

A. What provision is made for liberal (general) education of your institution's degree candidates?

B. What specific criteria are used to determine an applicant's admission to each degree program offered by your institution?

C. What are your institution's admissions and credit transfer policies? What is your rationale for each of these policies?

D. What evidence is available to demonstrate that your institution is nondiscriminatory in its employment and student admission policies?

E. What counseling and advisement of student programs occur?

F. Does remedial education occur if needed prior to enrollment in a higher level course?

V. Optimum Use of Available Learning Resources

A. What is your institution's operating philosophy regarding library facilities and other learning resources? Specify other types of learning resources available to the student.

B. How can your institution motivate and instruct students to think and to analyze through the use of independent study modes?

C. Is adequate spending occurring for needed learning resourc

VI. Curriculum Development

A. Does curriculum development include analysis of student needs, community needs, and the relationship of these needs to those of the total society?

B. Do faculty and staff members make adequate use of learning resources?

C. Do faculty and staff members have the opportunity to participate in curriculum development processes which include consideration of sequential progression within specific disciplines and of the total curriculum of the school?

D. Do curriculum development procedures provide for modifications, improvements and incorporation of new content?

E. Do students and other concerned citizens have an opportunity to be included in curriculum development?

VII. Qualifications and Role of Full-Time and Adjunct/External/Tutorial Faculty

A. Where did the faculty members of your institution obtain their graduate degrees? In what academic and/or professional disciplines?

B. What research and publications have been accomplished by the faculty members of your institution? What research and publications are currently underway by the faculty members of your institution?

C. What do you do as an academic staff member to facilitate student learning and, thereby, progress in a program in your institution?

VIII. Administrative Role

A. As an administrative officer of your institution, to what do you give priority? How do you budget your time to perform in the many diverse capacities of your position?

B. Does the administration have an effective working relationship with the faculty and staff?

IX. Student Evaluation

A. Is the individual student learning and is that learning compatible with his/her original goals?

INTERVIEW GUIDELINES AND QUESTIONS (Continued)

B. Are career placement opportunities available through the institution?

C. What student services are provided?

D. Are follow-up studies of students who have graduated from this institution done?

E. How do students participate in evaluative procedures?

F. How are students kept aware of their progress?

X. The Institution as a Whole

A. Is the institution meeting its stated objectives? Define those objectives and specify how the school is meeting them.

B. What progress has occurred within the past two years at the institution with respect to:

1. faculty?
2. administration?
3. defining objectives and developing curriculum
4. developing learning resources?

C. What problems have occurred relating to:

1. faculty
2. administration
3. defining objectives and developing curriculum
4. developing learning resources

during the past two years?

D. What recommendations do you make as a ____________________ to improve any problems defined?

APPENDIX E

Standards Committee of the
Commission on Postsecondary Education
for the
National Association of Private, Nontraditional
Schools and Colleges

VALIDITY AND RELIABILITY ASSESSMENT
OF
POLICIES, PROCEDURES, AND STANDARDS

This form shall be completed by the visiting team, signed by each team member, and forwarded to the Executive Director of the Commission together with the team's Written Report of the Visit. It is recommended that this form be completed jointly by all members of the team at the close of the visit. The chief administrative officer in cooperation with the institution's accreditation steering committee shall also complete and submit this form.

* * * * * *

Please rate each item as to how well it achieves its intended purpose (Validity = V) and how consistently that achievement is accounted for with each repeated performance by the Association (Reliability = R) within the given on-site visit of the institution.

Circle your rating of each item on a scale of 1 (lowest) to 5 (highest) and include any suggestions and/or recommendations concerning each item.

	Validity	Reliability
POLICIES of the:		
Association	1 2 3 4 5	1 2 3 4 5
Commission	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

____

____

	Validity	Reliability
PROCEDURES of the:		
Association	1 2 3 4 5	1 2 3 4 5
Commission	1 2 3 4 5	1 2 3 4 5

Recommendations

STANDARDS

	Validity	Reliability
A. Eligibility Criteria		
1. Formal Governmental Authority	1 2 3 4 5	1 2 3 4 5
2. Governing Board	1 2 3 4 5	1 2 3 4 5
3. Chief Administrative Officer	1 2 3 4 5	1 2 3 4 5
4. Educational Programs	1 2 3 4 5	1 2 3 4 5
5. General Education Requirements	1 2 3 4 5	1 2 3 4 5
6. Admission Policies	1 2 3 4 5	1 2 3 4 5
7. Catalog	1 2 3 4 5	1 2 3 4 5
8. Adequate Financial Base and Fiscal Policy	1 2 3 4 5	1 2 3 4 5
9. Letter of Intent	1 2 3 4 5	1 2 3 4 5

Recommendations

	Validity	Reliability
B. Five-Year Institutional Projections		
1. How realistic are the institution's developmental projections?	1 2 3 4 5	1 2 3 4 5
2. How detailed and comprehensive are the projections?	1 2 3 4 5	1 2 3 4 5

Recommendations

	Validity	Reliability
C. Contract Document Development		
1. First Year Standards		
a. Students to be served have been identified?	1 2 3 4 5	1 2 3 4 5

Recommendations

	Validity	Reliability
b. Educational needs of students have been identified?	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

c. General institutional goals have been identified?	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

d. Necessary programs, practices, and services have been identified?	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

e. General goals of each program as related to institutional goals have been identified?	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

2. Second Year Standards

a. Specific measurable objectives of each offering within each program have been identified?	1 2 3 4 5	1 2 3 4 5
1) Knowledge?	1 2 3 4 5	1 2 3 4 5
2) Attitudes?	1 2 3 4 5	1 2 3 4 5
3) Skills?	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

b. How do specific objectives relate to program goals?	1 2 3 4 5	1 2 3 4 5

Recommendations ____

____

____

	Validity	Reliability
c. Resources required, presently available, or needed		
1) What kinds or types and to what extent of additional or outside involvement?	1 2 3 4 5	1 2 3 4 5
2) Who are the present personnel?	1 2 3 4 5	1 2 3 4 5
3) What are the present facilities?	1 2 3 4 5	1 2 3 4 5
4) What is the present funding?	1 2 3 4 5	1 2 3 4 5

Recommendations____

____

____

____

____

3. Third Year Standards

a. General standards and conditions which must be met for all degree programs offered have been identified?	1 2 3 4 5	1 2 3 4 5

Recommendations____

____

____

b. How are the institution's educational services evaluated?	1 2 3 4 5	1 2 3 4 5

Recommendations____

____

____

1) What standard of accomplishment?	1 2 3 4 5	1 2 3 4 5

Recommendations____

____

____

2) What level of proficiency or competency is required?	1 2 3 4 5	1 2 3 4 5

	Validity	Reliability
Recommendations______________________________ ______________________________ ______________________________		
3) What level of expenditure is deemed desirable for each program?	1 2 3 4 5	1 2 3 4 5
Recommendations______________________________ ______________________________ ______________________________		

Other Comments______________________________
____
____
____
____
____
____
____
____
____

Institution Visited:______________________________
Location:______________________________
____
Dates of Visit:______________________________

Signatures of Visting Team Members:

____

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____

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APPENDIX F

NAPNSC POLICY GOVERNING REQUESTS FOR RECONSIDERATION

1. An institution requesting reconsideration of decisions of the Association must file such request with the Secretary of the Association no sooner than ten (10) days and not later than thirty (30) days following the meeting at which the action was taken. The request must represent official action of the governing body of the institution concerned. The basis for such requests shall be alleged bias, injustice, departure from established procedures or factual error sufficient to warrant reconsideration of the decision.

2. The request shall contain supporting evidence in writing including specific reasons for the request. All documentation deemed as essential substantiation of the reasons given shall be prepared and submitted with the request.

3. The Secretary of the Association shall transmit a request for reconsideration to the Committee on Reconsideration of the Commission on Postsecondary Education. This committee is appointed by the Executive Director of the Commission in accordance with the procedures of the Commission.

4. The Committee on Reconsideration shall consider the allegations of bias, injustice, departure from established procedure or factual error sufficient to warrant reconsideration of the decision and shall study the evidence submitted in writing by the institution in support of its request.

5. The Committee on Reconsideration shall also consider the report of the on-site evaluating team and the institution's response, the recommendations with supporting reasons given by the evaluating team, the report of the reviewing committee of the Commission, the Recommendation of the Executive Board of the Commission and other pertinent materials if applicable.

6. The Chief Administrative Officer, or his representative, of the institution shall have the right to appear before the Committee on Reconsideration.

7. The Committee on Reconsideration shall then submit to the Board of Trustees of the Association its report and the

recommendations for action together with supporting materials. The Board of Trustees of the Association, having considered the recommendations of the Committee and the supporting material, shall take final action.

8. The Chief Administrative Officer of the institution shall be supplied with the written decision of the Association including a statement of specifics as determined by the Committee on Reconsideration.

9. There shall be no change in accreditation status of the institution pending disposition of a request for reconsideration.

APPENDIX G

ACCREDITATION CONTRACT

between the
NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL
SCHOOLS AND COLLEGES
and the
____

WHEREAS, the above named institution has filed all necessary application documents required by the Association; has been evaluated by an on-site visiting team of qualified evaluators; and has been found to be in compliance with the eligibility criteria and standards of quality set by the Association, the Board of Trustees of the Association and the governing body of the institution have entered into this Accreditation Contract subject to the following terms and conditions:

TERMS

Level of Affiliation:____
Number of Years:_______From_________________To__________________
Date of Next Scheduled On-Site Visit:______________________________

CONDITIONS

Failure of the institution to satisfy the requirements included herein and otherwise listed in Association publications shall be deemed as cause for an adverse accrediting action resulting in probation or suspension of the institution or termination of the institution's accreditation affiliation after proper notification and due process.

In compliance with the terms and conditions of this Contract, the institution agrees to:

1. Maintain basic levels of quality in all programs offered in terms of the eligibility criteria and standards set by the Association for member institutions;

2. File all required written reports and/or annual reports on or before their respective due dates;

3. Demonstrate a satisfactory standard of performance in the institution's progress in the development and implementation of solutions to problems identified in written reports of on-site visits, annual reports, special hearings, etc.;

4. Demonstrate a satisfactory performance in the development of the institution's Action Plan in terms of developmental schedules and standards as required by the Association and in accordance with the institution's level of affiliation;

5. Prepare and submit all required documents and reports and schedule on-site visits as prescribed by the Association for member institutions of the appropriate, respective level of affiliation as stated herein;

6. Conduct all activities of the institution, including but not limited to instructional and fiscal matters, in accordance with sound ethical practices which shall be in the best interest of the institution, its faculty and students, the Association, and the public at large.

7. Pay, on or before the due date, all membership dues, consultant or evaluation fees, and/or other funds which might be owed the Association;

8. Provide institutional representation, as requested by the Association on policy and decision making bodies of the Association and/or Commission on Postsecondary Education, standing committees, special committees; or at special hearings scheduled for or in regard to the institution.

This Contract shall be entered into and shall be effective and binding on both parties from the _____ day of ________________, 19___ to the expiration date, as shown herein, or until revoked for cause by the Association, after due notice and process; or cancelled by the institution by a written document signed by both the president and secretary of the official governing body of the institution.

NATIONAL ASSOCIATION OF PRIVATE,
NONTRADITIONAL SCHOOLS AND COLLEGES

By: ______________________________
President

By: ______________________________
Secretary

____
Member Institution

By: ______________________________
President of Governing Body

By: ______________________________
Secretary of Governing Body

APPENDIX H

GLOSSARY OF TERMS

Accountability: The concept of truth in recording and acknowledgment of educational accomplishments stressing recognition of actual performance of learning outcomes on the part of students as well as teaching performance by teachers and administrative performance by principals, superintendents, etc.

Accreditation: A process of quality control and institutional program improvement to instate and invest an institution's learning/degree programs with integrity and validity for credibility to all of the institution's present and potential clientele as well as all of the academic and professional-technical communities.

Accreditation by Contract: The concept of accreditation through progressive institutional development to meet pre-determined standards of institutional accomplishment as agreed by contract.

Accreditation Status: The ultimate recognition granted by an accrediting association. For the NAPNSC, the status of Accreditation is granted to institutions applying through the Direct Approach or through the progress made during the pre-accreditation status of Recognized Candidate for Accreditation *if* the institution has developed and implemented all of its degree programs in accordance with the eligibility criteria and standards of the Association as well as all elements and standards of the Action Plan. Accreditation status is granted when all facets of the Accreditation by Contract process have been met and favorably evaluated.

Action Plan: The continued documentation of institutional development augmenting the Planning Document; tangible evidences of compliance with contracted elements and standards of program development with effective implementation thereof, comprise the elements of the Action Plan. Successful validation of the elements of the Action Plan results in accreditation of an institution.

Adjunct Faculty: Qualified academic scholars whose part-time advisorial-tutorial services are arranged for by the institution or the student or both. Adjunct faculty members are usually employed full-time by another institution.

Affective: Learning within the domain of emotional skills concerned with feelings, attitudes, initiative, and resolve. Affective levels are generally hierarchical and are generally accepted to occur in an ascending order of increased interdependence from receiving through responding, valuing, organization to characterization by value(s) or value complex (see Krathwohl, et al., Taxonomy of Educational Objectives - Handbook II).

Application Eligibility Assessment: A preliminary assessment instrument designed to inform the Association's Commission on Postsecondary Education as to the appropriateness of an inquiring institution's continued application efforts.

Assessment: An appraisal of student learning outcomes to determine knowledge, skills, and overall competency acquired within a program, course, or other learning mode.

Budget: A statement of estimated income and expenditures for a given period of time, usually the fiscal year of the institution.

Cognitive: Learning within the domain of intellectual skills concerned with knowing. Cognitive levels are generally hierarchical and are generally recognized to occur in an ascending order of complexity from knowledge to comprehension, application, analysis, synthesis, and evaluation (see Bloom, et al., Taxonomy of Educational Objectives - Handbook I).

Competence(y): Explicitly identified ability(ies) of a person to perform as required in a real or simulated working situation with a specified level of minimal proficiency (see Grant, et al., On Competence).

Commission on Postsecondary Education: Recommending body for the National Association of Private, Nontraditional Schools and Colleges; composed of individuals on the policymaking boards of member institutions and individuals representing the public interest.

Comprehensive: Covering all facets concerned.

Constituency: The people involved in or served by an organization (institution, Association).

Content: The subject matter that is the substance of an academic discipline such as mathematics, physics, biology, music, language, etc.

C.O.P.A.: Council on Postsecondary Accreditation. The merger of the private accrediting bodies of the National Commission on Accrediting and the Federation of Regional Accrediting Commission into one accrediting organization, COPA.

Correspondent Status: An affiliation with the Association (NAPNSC) whereby an institution which has been in operation less than two years or which is newly chartered but not yet operational, and which has been determined to be able to meet the Association's eligibility criteria and standards sufficiently through on-site evaluation, may be granted Correspondent status indicating that the institution is progressing toward and has the potential for achieving (but is not assured of) the status of Recognized Candidate for Accreditation. This is a preliminary status.

Cost-Effectiveness: Tangible benefits for monies spent involving budget planning and evaluation of results (in this case, pertaining to educational dollars spent).

Criterion (Criteria): A carefully specified set of general conditions intended for use as arbiter(s) in qualitative measurement and judgment. Criteria may have both quantitative and qualitative based standards incorporated within them.

Curriculum: A structured set of learning experiences designed to arrive at a corresponding set of desired learning outcomes.

Eligibility Criteria: Those conditions specifying qualities regarded as fundamental and essential for the viable operation of a legitimate, educational institution and required of an applying institution seeking either of the preliminary affiliations (Correspondent status or Recognized Candidate for Accreditation) or Accreditation status.

Evaluation: An appraisal of policies and processes conducted by either subjective or objective methods.

Evaluating (Visiting) Team: A group of specifically assigned academic examiners qualified in the academic fields of expertise required to evaluate the quality of learning programs, the adequacy of institutional procedures and delivery systems, and the effectiveness of modes of assessment of learning outcomes of a given institution engaged in the accreditation process.

External Degree: An academic or professional-technical credential awarded to the learner on the basis of educational accomplishments and competencies achieved through independent study modes at a location geographically removed from the administrative offices of the awarding institution (see Houle, The External Degree).

External Professor/Instructor/Advisor: A qualified scholar assigned by a nontraditional program or institution to serve as a facilitator, tutor, or counselor as needed in the guidance required by a student in an external learning program.

External Student: A student enrolled in an external learning program by virtue of that student's far removed place of residence and/or uninterrupted, full-time employment requiring approved accessibility to adequate library resources, human resources, and other accommodations for learning conditions as needed.

Input: Institutional provision of all physical facilities, instruction, and instructional materials, equipment, and directives as normally used in formal teaching.

Institutional Accreditation: Establishment of the integrity, validity, and credibility of an entire institution. Such accreditation encompasses all functions of the institution including all of the academic, professional/technical/vocational learning programs offered by the institution in question.

NAPNSC: National Association of Private, Nontraditional Schools and Colleges.

Nontraditional: As applied to education, nontraditional pertains to those systems of monitoring, facilitating, and assessing learning programs with primary emphasis upon demonstrable learning outcomes of the student and a lesser concern with institutional inputs and processes.

On-Site Visit (Evaluation): A carefully planned and executed evaluation of an applying or member institution by an evaluating team requiring two to three days. On-site visits usually involve the administrative staff, clerical staff, academic faculty, student and alumni representatives, and members of the governing board and student advisory board in an intensive schedule of interviews with evaluating team members.

Outcome: The assessable results of a learning process which may be predominately knowledge, attitudes, insights, physical skills, or combinations thereof.

Performance Objective: An explicit statement of educational learning accomplishment including performance description, qualified conditions, criterion of minimum acceptable proficiency, and mode of demonstration.

Planning Document: The initial, formal account by an institution of its entire learning programs, operational procedures, academic divisions, physical and human resources with projections for institutional and program development.

Pre-accreditation status: A preliminary affiliation with the Association (NAPNSC) immediately prior to accreditation, a requirement of which is a minimum of two years of operation prior to the institution's application for the status of Recognized Candidate for Accreditation. The formal designation of a pre-accreditation status is required by the U.S. Department of Education as defined above for identification of the status below which Federal funding is not available if the Association is recognized and listed by that office.

Program: A systematic, usually sequential, grouping of courses, forming a considerable part or all, of the requirements for a degree or credential.

Programmatic Accreditation: Establishment of the integrity, validity, and credibility of a single learning program within an institution with no intended inference regarding the quality or value of other learning programs within the same institution or presumed judgment of value of the institution as a whole.

Process: Deliberately designed means of generating learning outcomes.

Psychomotor: Learning within the domain of overt physical skills requiring voluntary neuro-muscular control and concerned with virtually all overt human behavior. Psychomotor levels are generally recognized as hierarchical as well as increasingly interrelated with cognitive and affective levels with the increased complexity of each ascending level, i.e., from reflex movements through basic fundamental movements, perceptual abilities, physical abilities, skilled movements to non-discursive communication (see Harrow, A Taxonomy of the Psychomotor Domain).

Public Document (Catalog): The basic informational document of an institution describing its program offerings, requirements, registration procedures, fees, student services, etc. The catalog usually contains a statement of the institution's educational philosophy and also serves a legal function in determining conditions that shall be binding upon the institution as well as the student.

Qualitative: A measure based on verbal description of the given condition in which nominal scale indicators are often used to facilitate reliable identification.

Quality Control: Those techniques, criteria, and standards used by the Association and its member institutions to insure and improve reliable, desired, educationally defensible learning outcomes through sequential analyses of program design, development, implementation, and evaluation.

Quantitative: A measure based on the ordinal, interval, or ratio scale numbers as determined by the nature of the substance, condition, or entity being measured.

Recognized Candidate for Accreditation Status: An affiliation with the Association (NAPNSC) whereby an institution which has been in continuous operation for two years or more and which has been determined to meet the Association's IX Eligibility Criteria and standards through on-site evaluation, may be recognized by the Association as a candidate institution which is progressing toward, and has the potential for achieving (but is not assured of) accreditation. Candidate status is regarded as pre-accreditation status.

Self-Study: An introspective analysis identifying the strengths and weaknesses of the overall educational processes within a particular institution.

Standard: A specific, required minimum condition which may be quantitatively or qualitatively based.

Traditional: Those educational systems requiring in-class instruction as measured by accumulated units of academic credit with the primary emphasis upon institutional inputs and processes and a lesser concern with learning outcomes.

Validation: Determination and establishment of the existence and effectiveness of given qualities of an institution or learning program, i.e., a reconciliation of actual value of a quality with its purported or alleged value as reported in such determination which is a responsibility of the evaluating team.